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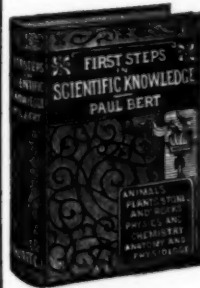
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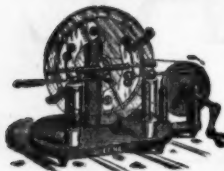
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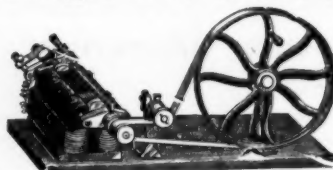
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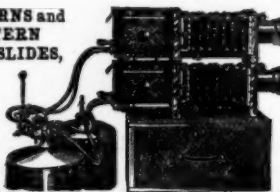
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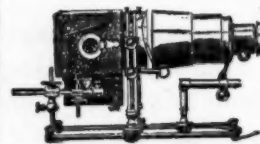


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COPYRIGHT, 1891, BY E. L. KELLOGG & CO.

THERE will be little educational progress—real educational progress—until the teachers come together for conference and discussion. Are the teachers of New York, Brooklyn, Philadelphia, and Chicago, meeting, conferring, and discussing? If not, then education is not in a right condition in these cities; for education aims at the moral elevation of young humanity. Persons who are engaged in such work will be earnest and even anxious; they will confer with each other.

THERE is no better motto for entering upon the year's work than that furnished by the celebrated answer of the hammer-maker. Upon being asked if he couldn't make a pretty good hammer after making them for twenty years, he answered, "I never make a pretty good hammer. I make the best hammer in the United States."

The teachers who "got along pretty well last year," and enter complacently upon the work of the coming year under the negative glory of "having no particular trouble," are in danger—greater danger, than if they had emerged from the fiery furnace of last year's opposition. To get into a rut, and glory in being "let alone," is fatal to the artistic aspirations of any teacher. In truth, no artist-teacher ever will drop to any such plane of do-nothingness as not to be heard from by friend or foe.

PRESIDENT PATTON, of Princeton university, in a sermon to the graduates last June used a remark that has been quoted a good deal. Refer-

ring, as was understood, to the theological controversy before the Christian sect he represented he averred that if he had to choose between a man who aimed to have a life and cared nothing for his creed, and one who aimed to have a creed and cared nothing for his life he would prefer the latter. Of course it must be creed and life, but the remark of this very able thinker has an application to the work of the teacher. The mind of youth is open to impressions; he must have a creed of life impressed on him. That teacher who does not impress one, neglects his duty. Not long since, in one of the down-town wards of this city an earnest teacher found every pupil a liar but one. They were worse; they would steal if they thought they were not likely to be found out. They laughed when told it was wrong to lie; did they not hear a lie every hour of the day at home? Was not a sharp thief commended?

In the face of these repelling circumstances this man wrought a work to astonish even himself. In speaking of it, he says: "I told them stories that illustrated the injury they were doing to themselves by lying, stealing, and fighting. They did it to obtain a livelihood I knew. I told them a man had applied to me for a clerk at five dollars per week. Who wants the place? All hands went up; but he wants an honest, truthful boy. In such ways they were forced to see that right-doing was the best." Here was a difficult field to teach "dogma," but he did it.

IN spite of peace societies, and the opposition of international trade interests to war, Europe now and then passes through a spasm of fear that a great struggle is impending. The danger now appears in one quarter, now in another. France is aching to "fly at the throat of Germany." She and Russia are considered the dangerous members of the European household. Every proffer of friendship between her and the Muscovite power is looked upon with suspicion. Russia would undoubtedly like to use [the republic] to further her ambition. For a long time she has chafed because Turkey stood in the way of her becoming a great naval power. Consult a map and see how her fleet is shut out of the Mediterranean by the Bosphorus and Dardanelles. So long as Turkey bars these successfully, Russian ambition is restrained. When Russia has the free passage of these straits, important results may follow.

It is this fact that increases the importance of the recent friendly demonstration toward the French fleet and of the passage of so-called Russian "volunteer" ships, but in fact war vessels, through the Dardanelles. If the sultan should, by giving the Russian fleet free passage, place himself at its mercy, while shutting out the English or German ships that might protect him, he would virtually make himself a vassal of the northern autocrat. Furthermore the French and Russian fleets could then combine against England, forcing her to evacuate Egypt. Her statesmen have even admitted that she has no right to administer Egyptian revenues. With a free range of the Mediterranean Russia would soon be as influential at Alexandria as at Constantinople, and England would have to keep a strong naval force at Cyprus to prevent interference with the Suez canal, the latter being necessary as a highway to her Indian possessions. At any rate should war ever occur over the Afghan boundary question, England would have to fight a naval battle in the Levant in order to insure the conveyance of troops to India.

We give these facts to show how far-reaching are apparently unimportant events. A very slight cause may disturb the equilibrium and bring on a great war. The teacher should closely watch the course of events in Europe, and encourage the pupils to do the same.

EDUCATION AND HEALTH.

IT has been predicted, over and over, that educating a girl would lessen her chances for marriage. As schools and colleges for girls seem to keep on increasing quite steadily, it is evident that man will have to have an educated wife if he takes any. It is a fact that Vassar girls do marry; it is even said that husbands have been found who seem to be proud that their wives are graduates of Vassar. It is quite certain that if going to Vassar or Wellesley were a bar to marriage those colleges would not be crowded as they are.

But it may be really shown that education is an aid to marriage—supposing it to need any aid. To educate a woman is to build up her character, cultivate her manners, develop her taste, strengthen her health, lay a foundation of solid and useful knowledge, give her an insight into the great general relations of the people of this world, and enable her to become by special training fit to enter on productive work if need be. In the same way that a young man does, she lays all this by (in a sense) when married, and applies herself to the practical duties that fall to her lot.

Another point is well worth considering. It is uniformly conceded by medical authorities that the health of American women is improving, that it has steadily improved during the last quarter of this century. And they account for it on the ground that the education bestowed on women is of a different sort from what it was; it appeals better to their good judgment. As was remarked by the principal of a young ladies' school in this city last summer at the graduating exercises, "The day of large waists has arrived," and yet what oceans of argument have been poured out for fifty years to convince women that tight lacing was destructive to health. It seems that they only listened when they heard in school that "a small waist meant a short life."

It is believed that the college bred women may go further, that they may claim to be the healthy women of the country with good reason. People have looked at the Vassar graduates with a critical eye; they would certainly have been pointed out if they were an unhealthy set. But the annual meeting of the alumnae is a pretty good test; at this time a company of women make their appearance, who are not only intellectual, but who, from a physical point of view, challenge attention. All this shows that the experiment of higher education of women has proved a most successful one.

A LESSON in patriotism could be well pointed by the loyal enthusiasm of the Swiss people in their recent observance in this country of the six hundredth birthday of their country's freedom. The twenty-five thousand Swiss inhabitants of New York city celebrated the day with a fine procession, notwithstanding a pouring rain. When complimented on the courage that did not allow the display to be spoiled by the pelting storm, the answer came, "That is nothing to be surprised at. We are Swiss." The patriotism of the Swiss people has passed into a proverb; and the fact of their six hundred years of national freedom, as contrasted with the one hundred of American independence, could be emphasized in the school-room by contrast and association. The William Tell legends have prepared the children to be interested in this country.

A GASSIZ desired no title but that of TEACHER; his occupation was TEACHING. But let one note what kind of a teacher he was; not a helper, not a teller, but a pointer out of roads or rather an inspirer to find roads into the domain of nature.

EDUCATION ELEVATES.

It does not take a very long time to come to the conclusion that mankind are divided into two classes—the *ignorant* and the *educated*. There are people who look but narrowly and think that people are divided into the rich and the poor. But if we look among the poor, we find they are uniformly ignorant, unless accident or sickness or sudden reverse of fortune or mis-doing has brought an educated man among them. And if we look among the rich we shall uniformly find they are educated—unless accident or fortune has brought sudden wealth. So uncommon is it to find an uneducated rich person that it attracts attention and suspicion; so uncommon is it to find an educated man among the poor, that suspicion is at once aroused that the liquor habit is the cause.

So that the public schools of a city like that of New York must be looked upon with veneration even. They might well have over their portals these words inscribed, "Devoted to the Welfare of Humanity." The instances of the signal help the public schools are in elevating and benefiting those who enter them have varied illustrations. Here is one just told by a lady who was at the time sitting in one of the most sumptuous parlors in this city, and was recognized as a leader in a large circle of brilliant men and women.

"My first remembrance is of my life in a poor-house in the western part of the state. My father, I don't remember; my mother was in wretched health, having a cancer that placed her on the bed most of the time. I never heard of any relatives. I played around the premises and was happy as most children until I was probably five years of age. A lady came, who had lately removed to the vicinity, to visit my mother; as soon as she saw me she said, 'Does she go to school?' I do not think I had heard of a school before that time. As the school was quite a distance away, this lady arranged to have me carried thither in a wagon every day.

"After the death of my mother I was taken by a family to 'bring up;' but somehow I was fired by the example of this lady to get an education. She would speak to me at church, and always her question was, 'How are you getting along at school?' I can see now that she felt that was my way out of the difficulties in which I was plunged by poverty.

"I, of course could not comprehend her, but I did comprehend that this woman, held in the highest respect in that community, believed in the school; so I struggled to attend it. The people I was with seemed to think they needed me to help with the work on the farm; but I got up early to get their work done so I could go, and as I wept whenever I was kept out, they finally gave way. Besides I had a teacher who sympathized with me and gave me extra aid. I shall never, never forget her.

"When I was sixteen years of age I had read Greek and Roman history, understood algebra a good deal, had got hold of geometry, and had begun to read Latin. The ordinary studies were all plain enough; I could spell and write well and had every name in geography at my tongue's end. Just then, a teacher was wanted about three miles away; my fame as a scholar had spread, and I was appointed as teacher to the school. My old friend came to see me in a day or two after the opening; she looked at the poor, slender child she had helped with evident pride. My wages were small, \$2.50 per week, and the school was only open ten weeks. I was allowed to keep all except the sum of \$1.00 per week for my board. From that time I determined to be a teacher. "Yes, it was my education that lifted me out of that place of misery in which I found myself."

The teacher, then, is one that elevates and ennobles his fellows; it is teaching that is going to change the face of the planet. But we must understand what teaching really is; the woman who inspired this poor girl was the real teacher; had she lacked energy and resolution all the knowledge she gained would have been comparatively useless.

THE interest in athletics in colleges appears to have large influence in diminishing smoking. Dr. Jay Seaver, of Yale, reports that the average increase in lung power of those who do not use tobacco is ten per cent. greater than of those who use it. Still more does ambition for high scholarship work against its use. Of those who receive junior appointments at Yale above that of dissertation, ninety-five per cent. do not habitually use tobacco. Such facts will have weight with young men, and when they see their teachers do not use it there will be another powerful influence at work. Let that teacher who uses tobacco stop and think.

It appears that the board of education of Austin, Texas, has granted certificates to twenty-one Sisters of Charity to teach in the public schools. This is in accordance with a late ruling of the attorney-general that they are entitled to certificates as long as they do not teach the doctrines of their church in the school. THE JOURNAL has steadily pointed out that the Catholics are doing more in proportion in the study of education than the Protestants. This incident is a straw to show that they mean to obtain a part of the great work done in the public schools. And why should they not? If they can obtain certificates and follow the rules the Protestants do as to religious teaching what objection is there to their holding the teacher's place? It is altogether probable that one-third of the teachers of this city are Catholics, and it is agreed that the objection once brought against them for lack of scholarship has disappeared.

It has been suggested by Mrs. Annie Nathan Meyer, the author of "Women's Work in America," that, instead of a statue to be erected to Mrs. Emma Willard, the pioneer of women teachers in the country, a fellowship be substituted in its place. She says: "I believe in *live* monuments; in memorials which carry out the ideas and aims of the dead, and do not merely immortalize their figures.

"My plan is simple. I would have \$500 a year for four years offered to women graduates of any regular college winning competitive examinations. Whoever wins the fellowship could choose her own place for advanced study, and the college selected each time would gain sufficient *eclat* as the seat of the Emma Willard memorial to justify its refusing fees; if not, more money would have to be raised. This would encourage special work among women graduates. I think women are too apt to rush in where men have been, regardless of any real value. Let men keep their statues, and don't let us be so anxious to have a statue of a woman, merely because it is 'the first.'"

A SUCCESSFUL teachers' institute has recently been held in Greene Co., Mass., in which "the largest attendance of educators ever assembled in Springfield," did some excellent work. The local press thus comments on the ability of the women workers who were present:

"The ladies of the institute show as much thoroughness in all the details of the profession as the men. The man would be rash indeed to assume here any air of superiority over his feminine co-workers. A dozen bright and clear-headed critics would attack his conceit and soon convince the presumptuous gentleman that he belonged to an extinct species of genus homo. The readiness of the lady teachers to speak on any question of discussion would grieve most sorely the spirit of the Apostle of the Gentiles who suggested that a woman should 'learn in silence.'"

A "bill of rights" has been adopted by the congress of Venezuela which gives that country a foremost rank among South American republics. This bill provides for universal suffrage and free public schools, for the freedom of religion, and of the press, of meeting, and of travel, for freedom in the choice of industries, for the abolition of the death penalty and for the full legal protection of citizens in all their constitutional rights. It is said to be a most remarkable document and illustrates the truth, that freedom in the air will permeate, sooner or later, all the questions of individual liberty.

A YOUNG man teaching his second year asks if we think it is injurious for him to read three weekly papers? He may be able to consume the contents of three such papers; the papers lately contained an account of a shark that had seven (empty of course) beer bottles in its stomach and divers other things. Read, we say; but beware what you read. Read one good weekly, read good novels, good magazines—*Century*, *Harper's*, *Scribner's*, talk of good literature. Have you read Dickens, Scott, and Thackeray? We don't wish to stop your reading, but do wish you would avoid trashy books.

HOW TO STUDY THE PSYCHOLOGY OF CHILDHOOD IN KINDERGARTEN AND SCHOOL.

By C. H. MCGREW, M. Ph., San Jose, Cal.

The season for the summer school and normal institute is over, and the book psychologist has been abroad to many of these teachers' gatherings. It is a rare exception if he has not missed the great subject of mind growth entirely, and fired his dry husks, dead formulas, and logical speculations in the air. And perhaps I should apologize for using the word psychologist to designate this class of crammed, stuffed, self-inflated, would be wise persons who are as blind as they are conceited and who affect to find wisdom and guidance in the speculative formulas of the page which they do not comprehend. But I use the term in the same sense as in speaking of a book geologist, and a book scientist, and as a protest against slavery to the text-book. The broadest minded, clearest headed, and ablest thinkers of our profession have for a quarter of a century or more declared that psychology is the basis of all scientific pedagogy. And the book psychologist, all on the alert for position and power, has in recent years been increasing in numbers in normal school, college, and university. It is surprising how quickly some of these develop, and from what low educational planes they evolve, almost in the twinkling of an eye. In fact, the evolution of the book psychologist is an exception to the law that develops specialists. This variety of the *genus pedagogus* is a special creation, usually of some political ignorance, called trustees. In a number of catalogues before me I find one of these book psychologists created out of a teacher of arithmetic; another out of a teacher of grammar, another out of a professor of Greek and Latin; still another out of a professor of history; and perhaps the most remarkable creation of all is the making of a college president and a professor of psychology out of a common secretary of a state agricultural society, and this too for a state institution. Now in all these cases I have watched the development of these institutions, and know what the material was before it was so wonderfully and fearfully transformed by the hand of the politician. I readily see there is something in common between all these subjects of study and psychology, but I am unable to see and believe that a true teacher of psychology can be made in this way. Perhaps there is some good comes from the effort and pretensions of these book psychologists; and I am certain there is much misunderstanding, disgust, and error. But this crude condition cannot exist long. Psychology is now, as it is generally taught, passing rapidly through the same bookish stages that all the natural sciences have done in the last twenty years. And where there is one true teacher of the science, comprehending the methods to be used and the ends to be accomplished there are a score who follow in the same field, repeating formulas and high sounding phrases and abstractions.

Yes, the book psychologist has been abroad, and I am sure he has failed to study the living book of psychology, the developing mind of the child. It is, therefore, a good time to call the attention of teachers to the methods of studying children and their unfolding minds. These are all simple and easily applied. It will be seen at a glance some are more scientific than others, but each has its advantages in gaining information of the child mind and life, and they all should be used. The principle of observation is the basis of each method.

1. *Study children through their parents and friends.*—The parent or friend of a child, with the desire to benefit the child and aid the teacher, can, in a five minutes talk, often give the teacher information of the child's disposition, peculiarities, and habits of life that might take her years to find out alone, and indeed that she may never get.

As a rule the better the teacher understands the home life of the child and the nearer she gets to him in thought and sympathy, the better will she teach him. This knowledge of the child's home life and relations is all-important, and the fuller the information the more successful will be the management of the school. The character of the parent, the circumstances calling out the information, the motives prompting it and in play at the time, must all be taken into consideration where the teacher estimates the value of the information. The true teacher will seek occasions to obtain such information direct from the parent under favorable circumstances, and not wait until an emergency arises and there is discord in the air, generally from her lack of such knowledge.

2. *Study children through other children, their associates and companions.*—Few teachers understand their children as well as they instinctively understand

each other. It is a very wise teacher who knows as much of the social life and forces playing in her community, in school and on the play-ground, as the bright-eyed boy. There is a subtle atmosphere of the social life and child sympathy in the school no adult can enter and understand so readily as a child. It seems to be a kind of secret free masonry of instructive and emotional intelligence, which every child understands more or less quickly. I have seen some teachers forbidden to enter this atmosphere, while the children made others most welcome. Then I have seen some schools that walled themselves in against every teacher, and only the most skilful and tactful teacher could enter this little social world. Now the successful teacher must enter this miniature social world, and understand and interpret this subtle play of instincts and feelings consciously and unconsciously present in all the acts, conduct, and life of the child. She must put herself in open, frank, dignified, simple, honest relations to this little social world. To do so it will call from her often her best thought, her best intuition, and highest endeavors. She must be sincere, honest, conscientious, and appeal to the simple, natural, and pure in child life. In this spirit she cannot fail to enter their social life as a whole, and once in she is mistress, is leader. In this spirit she will be able to make confidential relations with a single child, and draw from him impressions, feelings, thoughts, and facts about himself and others. This should be done in a quiet way, avoiding all appearances of pumping the child or wishing him to inform on his fellows. If tactfully used the wise teacher will at odd times be able to draw information from those little heads that will surprise her, and that she may never get otherwise. Such information may not all be scientific, but it will contain much truth.

3. *Study children by close personal association in work and teaching.*—Let the teacher put herself in congenial sympathy with the spirit, thoughts, and feelings of her class or school as a whole. In this subtle psychic relation she can influence in a remarkable manner the social, moral, and mental life of her children; and through her instincts and emotions interpret and understand those subtle forces constantly playing in the child's mind and life. This close relation is all-important in true teaching, and there comes to the teacher spontaneously a clear and subtle knowledge of the child soul, that can be gained in no other way. It is this knowledge that enables the teacher to do unconscious and intuitive teaching, the highest kind of teaching; and that can no more be analyzed and done by rule than laughing, smiling, frowning, etc. It is a natural, soulful process and is intuitive in character. In such a close and beautiful relation, the teacher learns to understand the child socially, morally, and mentally and measure his mental life and activity. In a word, she gets the dynamic effect or strength of his mind and its rapidity of action in contrast with those of his fellows. This true teaching is informal, intuitive, largely unconscious and the amount of genuine pleasure it gives both teacher and pupil is its highest test. In no other way than in true teaching can this subtle and intuitive knowledge of the child's mind be gained. It cannot be gained from any process of analysis, synthesis, or introspection. Contact of living mind with mind alone gives it.

4. *Observe children systematically, with blanks and records.*—I believe the great Froebel was the first to suggest such a study of children; and as far as I know Dr. G. Stanley Hall in this country is the originator of the idea of studying children systematically on blanks in the kindergarten, school, normal school, and training college. It is so simple and so practical the wonder is it was not thought of years ago when the systematic study of botany, zoology, and physical science were begun in colleges and universities. Every scientific man will concede the value of such study in the sciences as a means of gaining knowledge first hand and as a discipline. In fact it is universally considered the method to be used at first in the study of all science; the only one that brings the student in contact with nature, where he gets his facts at first hand, and thus keeps the science in a growing, progressive condition. And if important in the study of plant and the lower animal life, how much more important in the study of child life where the changes and manipulations, in both the outer and inner life, are a thousand fold greater and richer than in these lower forms.

In this systematic study of the child's unfolding life, almost everything depends upon the observer and the condition under which the observation is made, as well as the use to which the facts are put and the general conclusions drawn from them. For an observation to be of

special value it must be accurately made and recorded; unconscious to the child observed, and the facts carefully studied in relation to the conditions, and the conclusions wisely drawn. In fact, there is no phenomena so difficult to interpret as human conduct, where there is a crossing of hereditary tendencies, and where the forces of environment and education and human motives all come in play.

The blank to be used is important. Care should be taken not to make it too complicated. I have before me one which I have designed for use in the kindergarten and school. The general heading is, "The Study of Children and Psychology of Childhood." The first set of conditions to be recorded, and all of which it will be seen at a glance are important, are: "The date, name of child observed, age, sex, nationality, name of the observer, occupation of observer, and relation to the child." Then in the body of the blank the following general headings, with ample spaces for writing, are found: "Record of Observation," "Power Exercised," "Observation, on Child's Heredity, Environment, and Condition," "Remarks and Conclusion." Now I have these blanks printed on paper of legal cap size, and in three different colors. One color, say white, is for "Original Observations," and so printed at the top; another, say pink, for "Remembered Observations;" and the third, say purple, for "Reported and Gleaned Observations." This classifies the entire field of observations on children. After the observations are made, the greatest good to be derived is to study and compare them in committee or class, as the case may be, and make records and draw general conclusions from them as guides in teaching. Every normal school and training college should make such a study of children, and every kindergarten and teacher should make at least one observation a day on her pupils. In observing a single child for a period, the best results will be secured by observing as many of her powers and mental manifestations as possible. In observing a class or school, better results will be secured by taking some one power for a period, say sight; then hearing; then memory, etc.

5. *Compare your systematic study with the studies of others recorded in literature.*—Once interested in the study of the child mind, a teacher will not stop with her own observations. She will be anxious to compare her results with those of other teachers, and especially desirous, of comparing her observations with the leading thinkers as recorded in their writings. This will open up to her a fellowship with great minds in this most attractive field of study, and bring to her a new mental life, as well as a new philosophy. Such a book as Preyer's Child Mind will have a new charm and a new meaning for her. No man and no woman can thus enter into the study of child soul in all its simplicity, in all its purity, in all its freshness and naturalness, but who will be made purer in heart, nobler in thought and feeling, and more human and God-like in action. The gospel of childhood is the purest, the sweetest, and the most uplifting of all religions.

COURSES OF STUDY.

State Supt. Ogden, North Dakota, has planned a course of study for the public schools, which is several points in advance of those usually carved out for helpless youth. It is usual for the man upon whom the duty of planning a course of study devolves, to say, "Well, there has got to be reading, spelling, geography, arithmetic, physiology, and history; the teacher must hear lessons in them daily," and so he proceeds to give the youngest pupils the first reader, the next oldest the second, and so on. But a course of study means a good deal, and the ends that should be aimed at cannot be reached by the saw-and-hatchet method. Supt. Ogden says:

"All the sciences, and, indeed, all forms of systematic knowledge, have elementary forms or conditions, reaching back beyond all merely formal science, and away down to the very beginnings of the child's conscious existence. Just as the food elements, by which the child's physical nature is nourished, exist in varied degrees, and in modified forms in all true nourishments, from extreme infancy to maturity, and on through life, so these science elements restored distribute themselves through every period of his existence constituting the great body of child knowledge and experience, good and bad, to every stage of his growth and education. This is seldom recognized by the educator, or the course of study; but it is none the less a potential factor in the forces producing the future man and woman. It is, therefore, the business of the educator and the course of study to take advantage of these facts, and to formulate, as far as possible,

these elementary forces—these earlier forms of knowledge—into elementary science for childhood and youth."

Then the subjects are arranged under (1) Physics and forms; (2) Numbers; (3) Language. We do not think this a good one. The course of study should cover knowledge and expression. The former will include people, self, things, earth, and ethics; the latter language, doing, and numbers. The first part of a true course should busy itself in showing the portion or range of knowledge suitable for the young child; and this should not be done from the stand point of an adult. If this is done the adult will surely say it is good for the child to know the name of the governor of the state, also of the president. These were questions once propounded to pupils in the state of New York.

To form a course of study the educator must do as did Froebel, watch children and see how they apply themselves to knowledge; or rather let him observe the mother, a graduate of God's normal school and see how she teaches a child. It was thus Pestalozzi made his discoveries. "How Gertrude teaches her children" was the effort of this man a century ago to frame a course of study. As the child acquires knowledge it will need to express itself, and language must be taught to it. The plan of teaching language before it needs to use it is one of the mistakes in education that is widely spread.

It would be a capital thing if Supt. Ogden would frame out a course of study for this new state based on the needs of the child. He is able to do this, but doubtless feels there must be conservatism for the benefit of the teachers who are only familiar with the saw-and-hatchet courses.

What should be the first lessons given in the school-room to a little child? Lessons concerning things, animals and plants (earth), people, himself, and duty. As he learns about "cat" and "dog," he will soon need visible as well as a vocal symbol to represent these, and they will be given. He will be allowed to represent in colors the objects that can be represented; finally, by pencil marks. He will learn to count leaves, blocks, etc., and thus become acquainted with numbers. The work of teaching a little child is an "all around" work. A little about things, a little about self, people, earth, and duty (growing out of relations with others) should be investigated every day. A little practice in expression every day; expression is not all by language and numbers, let it be noted; *doing* is a very important part. This Froebel plans for in the "occupations" and "games."

We should have been glad if Supt. Ogden had planned out a course of study that could have been followed by our Eastern states; there is sore need of a psychological course for the district schools. Not the least important result would be the reaction of such a course upon the teacher. As it now is the teacher enters a school-room to hear classes read, recite in arithmetic, geography, etc.; the idea of education does not enter his head—nor that of the pupil, for that matter. With such a course of study the teacher would be obliged to educate.

The reports of the work going on in North Dakota schools give great encouragement; the dull routine, often called an "institute," is opening into a county training school, a change most devoutly to be wished everywhere. In that virgin soil it is not necessary that hoary educational humbugs should be perpetuated; the school may be made to stand on a high scientific plane.

PICTURE WORK IN LANGUAGE.

By EMILY H. RADCLIFFE, Oswego, N. Y.

Pictures which may be used as texts for language exercises can be obtained from many available sources. It stands any teacher in hand to make as large and varied a collection as possible. Cut them out of Sunday school papers, magazines, dailies, old readers, geographies, or histories, discarded picture books, etc. Accept thankfully small favors, in the shape of cheap prints and chromos, or even advertising cards. Send for illustrated catalogues and guide-books. Mount on card-board the best, and take old paste-board boxes to serve as a firm foundation for others not so fine. Save pictures of any size, and "the more the merrier," but be sure that the objects in the picture are represented accurately and distinctly, so that there may be no chance for guess-work or confusion in the expression of ideas suggested by the picture. Avoid such as are colored in so barbaric and hideous a fashion, that the aesthetic taste of the child is in danger of being wrecked by their constant use.

You will find your collection of pictures of great service in any or all grades. For the youngest children, choose large ones; colored—if the coloring is harmonious and

truthful. For lower grades those are always best which contain representations of animal life and suggest an evident and lively incident, with some one object as the central figure in the picture.

Let the little ones see familiar forms, surrounded by things the names of which are well known to them; make them feel at home with the picture, then will they give you the benefit of individual wisdom gained by actual experience with the very things represented therein, and will be stimulated to even greater keenness of perception, because they know something about it already.

For those somewhat advanced in language work, get many of the above sort of any size whatever, so you will, at least, have a different one for each pupil. Such a set, by exercising forethought in distributing, may be made to last for many recitations.

Pictures, representing life in different climates, among different races, and showing men engaged in different methods of gaining a livelihood, can be used to give children a little insight into human life and prepare them for intelligent study of geography proper.

In the oral lesson on a picture, much skill and ingenuity has to be shown by the teacher, in order to arouse responsiveness in the children and gain the point of the lesson, which is to obtain a clear, well-arranged description woven into an interesting story. It is evident to any teacher of experience, that simply saying, "Tell me a nice long story about this picture," is not going to flood the room with eloquence, certainly not in the first stages of language work. There is so much that can be said that the child is at first confused, not knowing where to begin, and, afterwards, when the most obvious things have been described, he suffers from a paucity of ideas, because of superficial observation. What is to be done? First, he must be helped to a beginning, which can be done by questioning him about the principal actor or central figure. When he has told all that he can concerning this, direct his attention to something overlooked. Ask questions. Gain facts. Now, by further questioning, get a description of other objects in the picture, relating them always to the principal figure.

From the above oral work based on systematic examination, sufficient can be gained for the framework of a story. Encourage the children to give the complete description without being asked questions. Allow several, at first, to unite in the telling; finally have one child give it entire. If the pupil hesitates in his story, help him on by a timely question, only be sure that he does the most of the talking and that you exercise him particularly in stating several facts in succession. If the questioning and observation of the picture have been carried on as directed, the pupils will, naturally, when telling the story without the teacher's aid, follow the same route as that by which they arrived at their knowledge. In consequence, the description will be clear, compact, and logical.

For the sake of cultivating imagination, as well as observation and language, the children may be led to exercise their powers of invention in giving names to the persons and animals found in the pictures and in narrating any possible actions or incidents, which may be permitted by the relation and character of the objects represented.

Besides being reproduced orally, the description may be given in writing, but until children have had considerable practice in above work, never require the written reproduction, until the oral preparation has been made, else you will be the unwelcome recipient of meagre, illogical, and improperly constructed discourses.

Even when you are satisfied that your pupils tell the story well, beware of allowing them too soon to reproduce in writing at their own sweet will. At first, in a class of young children, have the questions with their answers written on the blackboard. Let the pupils copy the answers and read them. (If the teacher wishes the pupil to get any idea of logical construction, she must see to it that her questions are arranged in logical order.) Or she may say, "Write me so many stories about the picture." This, that the children may be reminded to punctuate and induced to ignore to some extent that most troublesome of words to the elementary English teacher, the word "and." Later on, she may place topics on the board to be treated of in order given. When older classes are found deficient in ability to compose, this last, together with the oral questioning, has been found beneficial.

Having pupils weave into written sentences catchwords suggested by the picture and placed on the board by the teacher, is a helpful device for aiding in invention. As far as possible, children should read what they write, in order that they may be stimulated to further effort.

HOW WE TEACH THE LITTLE REDMEN.

By IOTA NORTH.

AN INDUSTRIAL SCHOOL.

Here he stands, this miniature American Indian, fresh from the hand of nature and the Indian camp, but thoroughly ignorant of everything that goes to make up civilization; and further completely ignorant of that education in itself, the English language. What then is the teacher going to do with him? Will it not be best to let him play around with the other scholars until at least English words become familiar (in sound not in sense) to his ear? Those who know such things can only tell you, that an Indian boy in such a case in one of our Indian boarding or industrial schools would never learn English; and besides every effort must be made to get him into harness at once to counteract national, or perhaps we had best say, race tendencies.

No. 1. What the teacher does is to consider what he knows, what he needs to know, what have been, to our minds, defects in his home training, and what are the best means and methods for reaching the desired end.

What does he know? He knows the outer world as it is about his home. Every tree, rock, hill, and valley is to him a book in which he has been taught and has become accustomed to read what the wilderness-dweller requires to know. He knows the spoor of every kind of game that is to be found about his home. He knows how to extract amusement out of the squirrel, the gopher, the bluebird, and the hundred and one small living creatures, that he can get at to tease and torture. For it must be admitted that the Indian boy's ideas of playing or amusing himself with the lower animals are always on the same plane as those of the fabled boys, who pelted the frogs with stones. He knows, too, how to bear hunger and cold and pain. In a word he knows how to live as pleasantly and easily as possible amidst his surroundings.

What does he need to know? One would almost say, the whole code on which our life is framed. He must learn that life is more than mere animal enjoyment of existence. He must learn that labor is not only necessary but honorable. In fact his ideas have to be thoroughly reorganized on the question, "Is life worth living?" Coming down to more immediate matters he must learn English, must learn to wear and take care of civilized clothes, must learn to eat civilized food, must learn thrift and how to use those untractable fingers.

What are his defects? Like those of other human beings they are legion. The most economical Indian is still a most wasteful man. He wears his clothes till filthy and ragged, then throws them in the nearest stream or gully. He is wantonly cruel and terribly destructive. Lastly, whatever the redman may have been in his palmy days, there can be no doubt that the majority of Indians consider any means fair by which they can checkmate the oppressing white man. Truthfulness therefore is generally not to be looked for until the pupil has been imbued with our teaching.

How shall we turn this little bit of savagery into a respectable factor of civilization? Usually a beginning will be made thus: Going over to where the new boy has seated himself beside some older pupil, the teacher takes him by the arm, and lifting him up, says:

"John, stand up."

Reversing the action.

"John, sit down."

Similarly, "Come," "Go," "Left," "Right," "Take your seat," etc., are taught.

After, perhaps, five minutes of this exercise the pupil takes his seat along with one somewhat advanced and is given something in the way of busy work. This taxes the teacher's ingenuity to the utmost, for it must be kept in mind that the pupil knows not a word the teacher says, and all must be translated to him by a pupil-interpreter, who generally manages to get things inside out and wrong end first. Usually, even in the beginning, the pupil can be got to draw; sometimes after tiring of the copy he will draw quaint fancies of his own, which not only serve to keep him busy but also give the teacher a glimpse into the pupil's way of looking at things. It is at this stage more frequently than later, that in setting out to draw a human face, the child will produce one of those peculiarly expressive outlines, which may be seen in Indian drawings, and especially in Indian carvings. Perhaps where there are a good many pupils it may be necessary to give newer pupils a picture book or old illustrated paper, for only those who have dealt with them know what Indian children learn from pictures. They have so much to learn of civilized life that things which pass us unnoticed are a perfect revelation

to them. For this reason the Indian educator is provided with a supply of scrap books and old journals.

Before the close of the first day the pupil will be taught something about himself. Being placed in class the teacher holds up his hand saying simply, "Hand."

"A," "the," "my," and, in fact, anything else than the bare noun must at this stage be left out or the little redman will have "thand," "mand," etc., all mixed in his heavily-taxed mind, and will reproduce them in a way to cause the teacher to despair. Next the teacher places his hand to his nose saying, "Nose." In like manner all things within sight and touch are given in first lessons. This will have proceeded but a little way before the teacher will begin to find new difficulties in the way. He will hold up an object and will give the word, "bell," when, behold, back comes the word "beh." He will point to the article and say "shoe," and get "soo." So, fan becomes pan; four, pour; pig, big; bit, bid; and drill as he will, it will be months before he will get them out of these ways; because in their language these sounds are not represented, or are freely interchangeable (in the case of *l* and *n*, *d* and *t*). Having got a stock of words for which the child has corresponding ideas the teacher will next give the written form, and, generally speaking, will find it rapidly taken up. But verbs, conjunctions, etc., are not so easy. Going back to our first language lesson we get the verb "stand" and having impressed by repeated action, the written form is given. Run, jump, hop, skip, etc., are all easily taught, but in some few cases the teacher gets the Indian equivalent for the verb and gives the idea thus: Such verbs as see, know, think, die, etc., are given thus, and this is about the only time that the teacher has recourse to Indian. Some, indeed, never use it under any circumstance. This constitutes the chief difference between English-speaking and Indian children, the need of grinding, drilling, and driving English into them. Once they can make use of it the rest of the work proceeds much as in white schools. But drill you must, for the fact that some English sounds are not found in some Indian tongues causes the children of those tribes to be physically incapable of producing the sound, and you must train the proper muscles by constant practice. The teacher new to this work will find, suddenly, that he never knew before that English was such a queer tongue. For instance he will say, "Have you not finished?" The answer will come, "Yes, sir," and he will think the example done, but the pupil has followed the literal meaning of the words and means, "I have not finished." On this account old Indian educators rarely use the negative interrogative form.

After the pupil has got well started on his way the great thing to be fought against in class-room work is deadness. Indian children come into the school-room and expect the teacher to furnish all the brains, energy, and order. In the white school all is inquisitiveness, life, and bursting energy; the teacher plans and directs, but in Indian work it is continually urge, urge, rouse, stir, enliven. An Indian child soon learns enough to suit himself, and it is a very great problem often to enfuse enough ambition to get them to push on.

Another point is his total lack of any idea of the value of time. After constant drill the teacher will give the signal and if each is not electrified by a look, or if the matter is not kept constantly before them, the class will filter (so to speak) up to its place and dawdle through the lesson. Their people have always lived in a clockless land, and always considered that time was a nuisance that must be killed. It must be said, however, that they are as apt scholars as whites, quite as good penmen, and perhaps better orthographists. They are also full of fun, and contrary to general opinion, very quick at seeing the point of a joke.

Turning to other parts of the work, left-handedness is perhaps more common than among whites, and never having seen any house-work or industrial labor performed they are very apt to do it backward, sweeping, for instance, at first, being done by pushing and poking with the broom. Like all untutored peoples they are naturally irregular in their habits and wonder at the need of so much precision, in a place where there is apparently an abundance of the necessities of life, but they see the benefit in time, and with many an Indian boy or girl after going back to the reserve, the longing to have three regular meals every day has been the means of urging them to a life of industry.

They must be taught that clothing must be regularly changed, washed, and kept in repair, and in the matter of diet "vegetable lessons" are given in which each child is given at a meal a small portion of, say boiled carrot, and compelled to eat it, so that in time they grow accustomed to vegetables, which for the most part they

naturally do not like at all, and if they do eat them it is in the raw state.

Care of the body is another important subject. When an Indian is hot he lies down on the snow, drinks cold water, and so forth. Consumption is largely caused by foolish habits, wearing wet clothing, especially moccasins, and herding in unventilated cabins. All these things must be touched upon, touched upon did I say? Ah, no! They must be instilled into the very fiber of the pupil until they produce a lasting effect.

Lastly, the moral law as revealed in the Old and the New Testaments must form a background for all this work. You may "compass see and land to make," in this case a citizen, and yet truly if you do not touch him with Christian moral thoughtfulness you "make him ten times the child of hell." You have constantly to remember that he is in heathen darkness, thinking, seeing, and moving according to a heathen's ideas, and until you bring him into the broader day you cannot expect him to love the white race, that seem to be crushing him, or really to try to understand our ways. You may be able to give him little else, but if you can touch him with Christian love you have really gained your end; he will repay all the effort put forth. In conclusion let it be said to all those weary workers who are really wondering if after all civilization is a better state than that of the roaming Indian, that it takes but a few months contact with any uncivilized race to see that, faulty as it is, the most degraded Christian civilization is far, far in advance of the most perfect savagery.

THE SCHOOL ROOM.

SEPT. 12.—LANGUAGE AND THINGS.
SEPT. 19.—EARTH AND NUMBERS.
SEPT. 26.—SELF AND PEOPLE.
OCT. 3.—DOING AND ETHICS.

EFFECT OF HEAT.

(The teacher lights a candle and places it on his desk. He has the several objects, referred to in the lesson, all ready.)

To-day we have a really wonderful thing before us; but it is so common that it is disregarded. Tell me, what does this flame produce? James, put your hand over it. What do you feel? (Heat.) Well, how is that produced? You say the oil joins with the air and that makes it; it is correct.

I want to take up the heat and leave the light alone. What does this heat do? Tell me some things you have seen. (It sets fire to paper, wood, etc.) Let me see; here is a piece of paper, I hold it in the flame, and it burns. Now what do we mean by "burns"? (The air joins with the paper.) But why does not the air join with this paper in my hand? It must be because it cannot until it is heated. Here is a piece of wood; I hold it near the flame; it soon begins to burn. Why does it burn. (The heat enables the air to join with it.)

Then what do we conclude? (That there would not be burning if there was not air.) Suppose I had a tube of glass with a block of wood in it but no air in it, and that I put it in this flame; now would it burn? (It would not.) Tell me some way you could stop burning then. (Put on something to keep out the air.) Well, suppose you should open a door and find a person all in flames, what would be the best thing to do? (Put a blanket or carpet around him.)

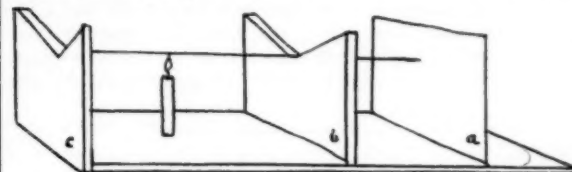
Let me hold this stick again near the flame; what happens? Now I put it in water and it stops; why does it stop? (The water cools it down.) Yes, the wood has to be of a certain heat to burn into flame—I said turn into flame. What might I have said? (Of a certain heat before the air would join it.) Yes. Why then do we pour water on a fire? (To lower the heat.) Temperature is the word we use a good deal. We pour water on a fire to bring the temperature so low that the air will not unite with it.

Let us turn away from the candle a moment. Heat is needful for burning; is it needful for other things? Well, I build up these books and call it a refrigerator; I put ice in it; on the ice I put some earth and in the earth some seeds, say wheat. Tell me, will that wheat grow? Why not? What do we say generally? (Heat is necessary to the growth of plants.) Now I place a piece of meat in the refrigerator; "it keeps," as we say. What do we mean? Well, you know there are seeds in the air, that cause fermentation and putrefaction; but it is too cold for them to grow in the refrigerator.

I have here a piece of iron; you can see there is a hole in it. I have here a wire that just fits that hole. Now I

put the wire in the flame and let it get hot. Now I try to put it in the hole, but it will not go in. Explain it. (The wire has been expanded by the heat.) Tell me more generally still. (Heat expands iron.) Well, here is a piece of brass; try the effects of heat on that. (It expands brass.) Yes, I will ask you to try it on other metals. Can you tell me any experiment you have tried. What more? Well, then begin at once when you get home.

I will show you a very pretty experiment indeed. Here are two supports; on them I lay a wire; on support c there is a nail so the wire cannot move to the left. Against the end of the wire I set a stiff card. Now I put the candle under and you see the card tips over. But you can devise some as pretty as that.



(The teacher will be able to draw out in another lesson a number of experiments the pupils have made, if he is tactful.)

Now here is a bottle that was handed me the other day; the glass stopper is in tight; it will not come out. I heat the neck of the bottle carefully and out it comes. Why? But you must be careful or you will break the bottle.

Now is there any way to find out how hot a thing or place is? (A thermometer.) Here is one. I had a piece of ice brought in the pail and there is some salt in the can. John may pound up some ice and put salt with it. Now I put the bulb of the thermometer in the mixture. John tell me what the thermometer reads. (Zero.) Yes, that is where the mercury falls to when it is put in ice and salt. Now, I will put the same water in this test tube and let it boil over the candle. Now it is boiling. I now put the bulb of the thermometer in it. James what does it read? (212.)

Look at the thermometer at the window. What does it read? (74.) What does that mean? (The temperature of the room is 74.) I will put the thermometer bulb in John's mouth. What does it read? (98.) When we come here in the winter and there is snow on the ground what does the thermometer read outside? At what temperature does water freeze? (32.) Then it will be 32.

TWO DAYS WITH A READING CLASS.

By A TEACHER.

Third Reader. We will suppose the following paragraph to be the next one to be taken up with an ordinary reading class from eight to ten years of age:

"The sons then departed, and traveled for three months each in a different direction. At the end of that time they returned; and all came together to their father to give an account of their journey. The eldest son spoke first: 'Father, on my journey a stranger entrusted to me a great number of valuable jewels, without taking any account of them. Indeed, I was well aware that he did not know how many the package contained.'"

(First day.) Kate, you may stand and tell the story of this lesson as far as we have read it before, so that it may be fresh in our minds before we begin to-day. (Kate begins the story.) That will do, stop right there! Fanny, begin where Kate left off.

Now we are ready to go on. Look at the first line in the new paragraph and find the first word that you think I shall talk about. (It would be an excellent idea if school readers were made with every line numbered to assist the eye in selecting words or pauses.) Yes, "departed" is a word I wish to inquire about. Who can give another word with the same meaning? Who will put the word departed into a sentence? Oh, no! nothing like the book sentence, but about something we do out of school. (Half a dozen sentences are obtained from the class, and the word is written upon the blackboard and attention called to the spelling of it while it is being written. Look next at the two words at the close of the first sentence.

Mary, give them to the class very clearly and plainly. What simpler words will give the same meaning? "Different ways." "Separate ways." Returned means what? "Came back." Edward, give me a sentence using the word. Mary. Grace. Another word for "account," for "journey." (Sentences are asked for embracing every new word taken up and synonyms obtained.) Now for

the hard word "entrusted." Children do not use words like those, and if I had written the story for you, I wouldn't have used it at all, but here it is and we must master it. "Gave," some one says. Is that all it means? I gave the boy a penny to buy a pencil. Does that mean the same thing? (Pupils look puzzled; they have enough of the sense of the story to see that something else is needed to explain the word.)

"I think it means that when we 'entrust' any one with anything, we believe he will take care of it."

Exactly, Maude. What was entrusted here? "Jewels." But what kind of jewels? Now we have struck another hard word. Before you try to pronounce that word, count the syllables in it. It is not often pronounced correctly: val-u-a-ble; once more. What other word could we use in its place? "Costly," will do; but haven't you something at home that did not cost much that you think is very valuable? But these jewels were probably very—what other word beside "costly" can I use? "Expensive," that is good.

Find the word "aware," and the first one who can give its meaning may stand.

"What is a 'package'?" Give another word that means the same as "contained." That will do for to-day. Class stand and read the words from the board; pronounce slowly and distinctly. Now I will point to the words and you may give the words that have the same meaning.

Second day. (Review of words and synonyms obtained in yesterday's lesson. Children asked to spell these words to-day as they are placed upon the board, to test the observation of yesterday. Call for some of the sentences given yesterday. The first thing to-day is to familiarize the pupils with the words of the lesson, so that they can be readily called at sight. No expression can be expected so long as there is the least hesitancy in word-calling.)

Let us call the words, class, in the paragraph we studied yesterday, and begin with the last word first and go backward; you call one and I will give the one before it in such rapid succession that if our voices were alike, it would sound like one person reading. Remember that when you find a or the it is to join to the next word and never spoken by itself. (Will some teacher tell why we call the words backwards instead of forwards? The class are now ready to think about the story and to imitate the spirit of the author.) Charlotte, you may give the first part of this story to have it fresh in mind. Now, class, answer my questions, in the words of the book.

What did the sons do? "The sons then departed." (Rising inflection.) Where did they go? "They traveled for three months." (Rising inflection—be sure to insist upon this.) Which way did they go? "Each in a different direction." (In this way proceed with the whole lesson, to accustom the pupils to the phraseology, of the sentences, which will, of itself, suggest the proper inflections.) Now who is ready to try the whole sentence? You may read it, Jennie. No, not in that tone; close your book please, and tell me all the words that you can remember. That was right. I should think you were talking to me. Now open your book and tell it to me; that was much better. (In every case, throughout the lesson, when the monotonous booky tone begins, close the books and create a lively, talking interest in the story. Let the pupils get their own expression, without pattern from the teacher.) Much might be said of the position, tone, and expression of the pupil while reading; but the object of this lesson has been to give suggestions on the necessary preparation for a reading lesson.

HOW SOUND TRAVELS.

By V. S. W.

Suppose you throw a stone into a smooth body of water what happens? Yes, it "makes little waves," but what kind of waves?

"Waves that spread out from where the stone struck, in circles."

How far do they extend? You are right; "they grow smaller and smaller" until they disappear unless they strike against the shore, or something else that is in the way. What if they strike something before they have gone very far?

"They are thrown back."

That is right; but we use the word *reflected*.

If you throw two stones into the water not far apart, what happens? Yes, "the waves spread until they meet," and then the two ripples will either combine to make a much larger one or the wave will disappear entirely.

Now if you fire a pistol, or touch the key of a piano, or pick the string of a guitar, what is the result? "You hear a sound." Did you ever think what causes this sound? Is there any resemblance between this sound and the waves? Yes, "there is." We live in a great ocean of something. We cannot see it, taste it, or smell it, but we can feel it. If we move, it moves; it is never still, although it sometimes seems to be. What is it? "The air." What sort of substance is air? (They hesitate.) What comes in pipes, that you burn?

"Gas."

Then air is a gas, and it moves every time anybody or anything moves in it, the same as the water moves when disturbed by a stone. But does every movement cause a sound?

"I can walk across the floor on tiptoe so quietly that no one will hear me."

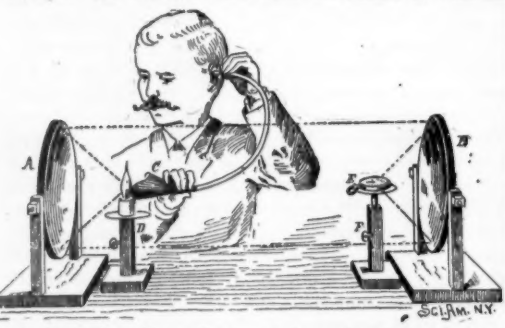
True; sound is produced by a large number of little air waves striking very rapidly against the ear, like those produced by the pistol, piano, or guitar. You hear because the little bones of the ear also vibrate, making an impression on the nerves and the brain.

We showed above how the waves of water were reflected. I am going to prove to you now that air waves are reflected in the same way. We take a reflector and



place a watch on a standard a few inches from it. This standard is high enough so that the watch is just opposite the center of the reflector. About two feet away from the reflector we place the larger end of a long funnel of tin or paper, the small end being inserted in the ear. The ticking of the watch is heard very distinctly. Why? The reflector "throws the sound waves back" and what does the funnel do? Yes, it "takes them to the ear." Could you hear the watch if it were not for the funnel and the reflector? "No; I place a watch the same distance away and cannot hear it." Why? Yes, "the sound waves wander off," in all directions and become so weak long before they reach the ear that one cannot hear them.

We will place two reflectors four or five feet apart, with their concave surfaces facing each other; also a short candle on the stand, D, so as to reflect a parallel beam that will cover the reflector, B, as nearly as possible. We place a watch, E, in the focus of the reflector, B, upon the stand, F, and hold the funnel C, with its



mouth facing the reflector, A, immediately behind the candle. The ticking of the watch is plainly heard. Why? The air waves from the watch strike the reflector, B, are thrown to the reflector, A, and thence to the focus, C, and are conducted by the bent pipe to the ear.

Then you conclude that "sound does not always travel in straight lines." Can you think of some useful device in which the tube here seen is introduced?

"The speaking-tube."

This may have several crooks in it, yet the voice of the person speaking at the other end is brought to you.

Does any one know what a sound that returns to you is called?

"An echo."

"I have noticed it when speaking loud while standing in front of a high hill." Certainly, this is due to "the reflection of the sound waves." The dome of the capitol at Washington is so built that a person standing at a certain point can hear low tones in a distant part of the building.

Have you ever noticed the sound of a train when it enters a deep cut?

"It sounds lower."

Yes, the bank interferes with the sound waves, so that they are not so strong when they reach us.

Is air the only medium that carries sound waves? "Yes, sir." Are you sure? Place your ear on one end of the table and I will scratch the other end of it with a pin. You "hear the sound," and you "cannot hear it when your ear is not touching the table." That proves that "sound waves pass through the wood." It is a "better conductor than air." Many of you while in bathing have struck stones together under water and heard the sound. Liquids also conduct sound waves. These sound waves are also called vibrations.

Then we have learned in this lesson that sound waves spread in all directions, like the waves when a stone is thrown into the water, unless they meet some obstacle, when they are thrown back or reflected; that they travel through gases, liquids, and solids, and that the drum-skin and bones of the ear are at the same time vibrating with the vibrating body (the bell, guitar string, etc.) and the air.

A LESSON ON PUNCTUATION.

By A. F. AMES, Prin. Grammar School, Riverside, Ill.

The day previous to the lesson, a selection had been written on the blackboard, without punctuation marks or capital letters. This the class had copied, inserting both.

The teacher called attention to the unsatisfactory manner in which this work had been done, and stated that, as in arithmetic there are different rules for working different classes of questions, so in language, there are certain rules which govern punctuation.

The aim of the lesson was then stated, viz., to discover some of these rules. The class was referred to this sentence in Barnes' history: "In December South Carolina led off, and soon Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas passed ordinances of secession."

What part of speech is 'Mississippi'?

"Mississippi is a proper noun."

Florida? "A proper noun."

Name the other proper nouns.

"Alabama, Georgia, Louisiana, and Texas."

How are these nouns punctuated?

"There is a comma after each, preceding the 'and.'"

From this example make a rule of punctuation. The answer was, "In a series of proper nouns place a comma after each noun, before the 'and.'" (The lesson in geography had been South America.) Make a sentence founded on your geography lesson, which shall illustrate this rule.

"The large countries of South America are Brazil, Peru, the Argentine Republic, Chili, and Bolivia," was written on the board by the teacher and punctuated according to the direction of the pupil. Other sentences were obtained.

In answer to the question, "Give classes of words, other than proper nouns," these were obtained: common nouns, adjectives, verbs, adverbs, and pronouns.

The class was then requested to extend their previous definition with this result: "In a series of words belonging to the same part of speech, each word is followed by a comma." This rule was applied by the class to justify the punctuation of sentences containing these lines:

"Along the low, black shore;"

"Greeting sisters, wives, and daughters,
Angels of our home!"

Another rule was sought. The class was referred to these sentences:

"There was still, however, a strong Union sentiment at the South; an expedition made, soon after, against Big Bethel was singularly mismanaged." The class observed that "however" and "soon after" were set off by commas. These words were written on the board and similar words, which were suggested by the class, as indeed, therefore, etc. The class then made this rule: "Words like however, indeed, therefore, etc., should have a comma before and after them."

Other sentences were given to which the class applied the rule, and selected the word illustrating it. They were: The confederates, however, occupied it in force; while the Federal troops . . . each, successively, struck the Union flank.

The class also read the sentences substituting the equivalent phrases. It was then understood that the following sentences illustrated a third rule of punctuation: "Heave up, my lads, the anchor." What is the construction of "my lads." "My lads is nominative of address."

What is the punctuation? "There is a comma before and after."

"Now, brothers, for the icebergs of frozen Labrador." The result was obtained in a similar way. The class then made this rule: "Nouns in the nominative of address are set off by commas." This rule was then applied to a stanza which exemplified it.

The following lesson was given: to memorize these rules and to make two original sentences illustrating each rule, it being understood that the sentences must be founded on recent lessons in history, geography, physiology, etc., and thus be of practical value. Two sentences follow, of which the first would be accepted and the second rejected.

"Saliva, gastric juice, bile, pancreatic juice, and the intestinal juices are digestive agents." "Boys enjoy playing marbles, snow-balling, skating, and running races."

The class, however, were allowed to select the examples to illustrate the last rule. These sentences were brought in:

"Cotton, coffee, sugar-cane, dye woods, India-rubber, and diamonds are products of Brazil."

"The New England states are Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut."

"The people of Jamestown did not work; therefore, there was a starving time in 1610."

"The Amazon river is in the tropical rain belt of South America; therefore, it is very large."

"Boys, a path!"

"Thy songs, Hans Sach, are living yet."

It may be added that the sentences to which the pupils were referred were in books lying on their desks and that no time was lost in referring to them.

The preparation required on the part of the teacher was to select sentences which clearly illustrated and naturally developed the rules which he wished the children to generalize, and to have a clear idea of the plan of the lesson.

The lesson plan was:

1. Necessity for studying punctuation shown.
2. Aim of the lesson stated.
3. Presentation of several properly punctuated sentences illustrating each rule.
4. Rule generalized from the illustration.
5. Practical application of the lesson in the criticism of similarly punctuated sentences, and in the formation of sentences to exemplify the rules.

It may be added that this is a first lesson, which is to be followed by others developing similar rules, requiring the class to illustrate these rules by forming sentences, also to punctuate selections written without punctuation marks, and, above all, to show the results of this work in more carefully punctuated daily written work.

HOW TO LEARN TO TELL TIME.

By MARY A. SINCLAIR.

(The teacher had a clock face with movable hands, designed for school purposes, hung up before the children in lowest primary grade for an opening exercise in learning how to tell time. Just as the lesson was about to begin the door opened and a tardy boy walked in. Every eye followed the teacher who glanced at the real clock.)

I wonder if any of you know how late Fred is? It is too bad to have our "Roll of Punctuality" (pointing to a

pretty scroll on the blackboard, full of names) lose one name, because our little boy didn't hurry faster. But look up at the "real truly" clock, and see if any one can tell how many minutes Fred was late.

"I should think he was about five minutes late." (This, from one little girl whose mother had taught her something about telling time.)

A little more than that; but let us turn to the "make believe" clock



and learn how to read from a clock, just as we read from a blackboard. It will be great fun to move these hands about just as we like! Is there any one in the room who can come up and turn these hands around to the place where they ought to be when school begins in the morning? I am glad to see so many who

think they can. You may try, Winnifred (a breathless silence follows as the little girl begins to turn the hands that all the other fingers are tingling to get hold of). How many think she is right? Yes! She is just exactly right. She has had sharp eyes and noticed how the hands looked when school began, and now comes a hard one. Where shall the hands be when you have your dinner? Well, what is it, Mary? "We don't all have dinner at the same time. I have mine at twelve o'clock and Lily doesn't have hers till one o'clock."

Then how shall we manage about that? We can learn to tell both times. That will be like having two dinners. Now, for the first twelve o'clock dinner! Who is ready? (Great enthusiasm by this time, and eyes and hands are all dancing together.)

How many think Roy is right? Who wants to correct him? Was he too early or too late? True; he was a whole hour too early, I think he must be hungry. You are right, Addie, and now for the one o'clock, dinner. How long is that after twelve o'clock? But I have one now that will make you think.

Where shall the clock hands be placed to show when the whistle blows and papa comes home from his work? (A few seconds of quiet follow, then a boy jumps to his feet, "I know! I know!") Go and show by the clock, then, Frank. What! You know when, but can't show us when? Now I am going to leave that for you to tell me to-morrow; and one more question besides that, too, must be answered in the morning—the very hardest to-day. Where shall the hands of the clock be placed to show when little boys and girls ought to be in bed? Do you believe you will all say the same time? I don't mean the time that you would like to go to bed, when you tease to sit up, but the time that you ought to be asleep to make you bright-eyed and happy next day. You have two things to learn at home, remember, to tell me to-morrow.

(The main idea in this first lesson is to teach the hours—not half or quarter hours—of the principal events of the day, and fasten in memory by the law of association.)

PICTURE STORIES.

(Report of lessons given in 6th and 7th grade classes in primary school, No. 52, Brooklyn; Miss E. Black, principal, Miss Ellen E. Kenyon, head of department.)

(The teacher shows a picture for a moment.) What did you see in the picture? (Girl, goat, flowers, dress, shoes, hat.) We must have a name for this little girl, what shall we call her? "Call her Lillie." Where is Lillie? "She is out in the field." Why did she go out in the field? "She went to find a goat." Why did she want to find the goat? "It was her goat." Why did not the goat stay at home? "It broke the string that tied it and ran away." Then it was—"It was lost." What did Lillie do when she found it? "She took it up in her arms."

What is she doing in the picture? "She is leaning against a stone?" Why? "Because she is tired." What do you think makes her tired? "The goat is heavy." What will she do when she gets home? "She will have supper and feed the goat." What will she give the goat? "She will give it milk."

Who can tell the whole story? "This is a little girl named Lillie. She had a goat that ran out into the field. She went into the field to look for it. She took it up in her arms and carried it. She leaned against a stone because she was tired. When she went home, she gave it some milk for supper."

PLAN OF READING LESSON.

(Prepared by one of the teachers in the department.) Object, to teach reading lesson on printed page.

I. Question the children about the picture so as to bring out the story. Have questions such as will require a search for the words in the text, that have been lately taught in script.

II. Reading of the lesson. Have each successive line read in answer to a question or remark that helps to develop the story.

III. Transcription of the lesson.

Will the boys appreciate the point in this anecdote? A gentleman had engaged an aged colored hackman to drive him from the station to the hotel and on the way said to him: "Say, uncle, what's your name?" "My name, sah, is George Washington." "George Washington! Why, that name seems familiar." "Well, I should think it ought to. Here I been drivin' to this station fo' 'bout twenty years, sah."

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. price, 30 cents.

NEWS SUMMARY.

SEPT. 1.—Death of Adolphe Leleux, a celebrated French painter.

SEPT. 2.—Mexico working for reciprocity with the U. S.—Commerce of Italy falling off largely.

SEPT. 3.—Pope Leo XIII. seriously ill.—Business bad in Mexico.—Sixteen men killed by a dynamite explosion at White Pigeon, Mich.—Town hall in Somers, Hungary, blown up by gasoline.—Several changes in the Turkish cabinet.

SEPT. 4.—New Zealand women may now run for parliament.—European's houses burned at Ichang on the Yang-tse kiang.

SEPT. 5.—Troops of Russia on the Polish frontier increased to 500,000.

SEPT. 6.—Successful test of cannon for the U. S. made in Texas.

SEPT. 7.—Austria threatens to reply to the Turco-Russian convention by annexing Bosnia to the Austrian dominions.—A great increase in business expected on account of the large crops.

THE FALL OF BALMACEDE.

The insurgents won a complete victory over Balmaceda's forces at Vina del Mar. The city of Valparaiso was put into the hands of insurgent leaders by the municipal officers who were urged to this step by influential citizens in sympathy with the congressionalists. The American, French, German, and English fleets were there to see that no property belonging to the citizens of their respective countries was destroyed. Balmaceda fled and it is said that he intends to go to Europe. There was an advance of Chilean bonds immediately in the London market, and merchants in Chile feel that the trouble is over.

EXPEDITIONS TO LAKE TCHAD.

Germany and France have each sent out two expeditions this year for Lake Tchad, but all of them have been failures. The last French expedition sought to reach the lake by way of the valley of the river Sangha, an affluent of the Congo. It arrived at a point about 130 miles north of the great bend in the Mobangi river, where it was attacked by the natives armed with guns. Several of the whites were killed, and the expedition so crippled that it was found necessary to retreat. A number of the party assisted by friendly natives returned to Brazzaville. The object of the French expedition was to make treaties with the chiefs between the Congo and the Mobangi and Lake Tchad.

The German route to Lake Tchad was from Cameroons, the purpose being to penetrate the Hinterland, cross the Benue river, and approach the lake from the southwest. The expedition was defeated 200 miles east of the Cameroons by natives, who were well armed with guns. Another expedition, sent to avenge this defeat, was even more badly defeated. Still another expedition has been sent from the Cameroons to teach the warlike natives a severe lesson and then advance if possible to Lake Tchad.

TWENTY DAYS FROM YOKOHAMA TO QUEENSTOWN.

One of the most remarkable records in mail carrying has just been made by way of the steamship line between Yokohama and Victoria, B. C., the Canadian Pacific and New York Central railroads, and the Inman trans-Atlantic steamship line. On August 19, the steamship *Empress of Japan* left Yokohama arriving at Victoria at 4:24 A. M. August 20. This trip of nine days, 19 hours, and 24 minutes is many hours better than any previous record across the Pacific. A special train brought the mail to New York to connect with the Inman steamer *City of New York* which sailed Wednesday, Sept. 6, and reached Queenstown, Sept. 8, or twenty days from the time the *Empress of Japan* left Yokohama.

MEXICO'S BID FOR FREER TRADE.

Our neighbors on the south, the Mexicans, are paying us back for increasing the duties on imports last year by raising the tariff on many articles brought into that country from the United States. Among the articles that Mexico will tax more heavily after November 1, are live stock, tallow, jewelry, printed matter, watches, etc. The tax on wall paper is reduced, that on fine grades of gunpowder is about half what it was before, and common powder for mines and dynamite are free. The increase on many articles, it is understood, will be made the basis of a reciprocity treaty. We fail to see what either country will gain by putting on duties merely for the sake of taking them off again.

GUNS FOR THE CHINESE ARMY.

It is reported from China that the condition of affairs is so grave that the emperor will call out all the military reserves of the empire. If compelled to do so, he proposes to give the Imperial troops the best type of small arms that can be procured without exhaustive experimenting. The re-armament, it is stated, must be effected within a year's

time, as the safety of the empire is at stake. A commission of leading officers of the Chinese army has been ordered to go to England and examine the Lee magazine rifle now used by the British troops with the view to making a large purchase.

ACCIDENT TO LIEUT. PEARY.—A party of returning explorers report that Lieut. Peary broke his leg in Melville bay, and that his men were encamped on Merchison sound in that bay.

THE GREAT COTTON CROP.—The cotton crop is much larger this year than last in all the Southern states. Several states now use for manufacturing more cotton in a year than the entire South used a little more than ten years ago. The total number of mills in the thirteen cotton states is 340. The total number of spindles in operation is 1,833,710, a gain for the year of 158,519, and 50,404 new spindles are reported in course of erection.

FAMINE IN RUSSIA.—On account of failure of the crops in Russia there is great distress, among the peasants especially. Some of the poor people are even trying to live upon grass and the leaves of the trees. In one village were found sixteen persons in the last stages of exhaustion from hunger.

CANADA'S ANTI-FRENCH BILL.—There was much excitement in the Canadian parliament, Sept. 3, when a bill was introduced to abolish the dual language system in the Northwest territories. The French senators opposed the measure. Premier Abbott said the French people would suffer no injustice by the change, as French could be continued if necessary as an official language. The bill passed in spite of the strong effort to annul it. The Manitoba legislature has abolished the use of the French language in the courts and in the assembly.

THE POPE'S DEMOCRATIC TENDENCY.—The encyclical of the Pope to the Portuguese bishops is causing much discussion. It shows more and more the democratic tendency of the papacy as seen in the American church. The fact is apparent that the head of the church favors independence of the church with reference to the state.

OKLAHOMA ASPIRES TO STATEHOOD.—A movement has been started in Oklahoma for the creation of a new state to include all of the old Indian territory. The truth is the people are tired of the misgovernment of the federal officials and of the adventurers and sharpers that have preyed on the people, and think that the best way to get rid of them is to govern themselves. A convention will soon meet at Oklahoma City to voice the wish of the people. There will be a great rush for the territory in October when 300,000 acres will be opened for settlement.

EUROPE AND HER ARMIES.—On account of the possibility of war, which if it comes will be a big one, the whole world watched anxiously the maneuvers of the great powers. The evolutions of 50,000 French soldiers took place a few days ago dangerously near to the boundary line of Germany. The Austrian maneuvers occurred at Gopfritz, in the presence of the emperors of Austria and Germany, and the king of Saxony. The general idea of the Austrian operation was that the force displayed was to arrest the progress of an enemy advancing from the direction of Bohemia upon Vienna. The telephone and bicycle corps took part for the first time. Millions of cartridges were fired. The operations were closed by a grand review.

ANXIOUS TO EMIGRATE.—Some time ago the Rev. Benjamin Gaston, of Monrovia, Liberia, appeared in Atlanta and proceeded to raise funds to transport negroes to Liberia. The colored people took kindly to the scheme and have contributed considerable money to take the first ship load away. Each emigrant is promised twenty-five acres of land and six months' rations.

NAVAL REVIEW AT BAR HARBOR.—Secretary Tracy reviewed a naval parade, the first ever held on the Maine coast. The vessels were in order as follows: *Philadelphia*, with Admiral Gherardi; *Newark*, *Petrel*, *Chicago*, with Admiral Walker on board; *Atlanta*, *Boston*, *Yorktown*, *Vesuvius*, *Cushing*, etc. It passed off with only a slight accident to the *Petrel*.

INDIAN LANDS BOUGHT.—It is reported from Spokane Falls, Wash., that the Indians occupying the Calville reservation have agreed to sell the government 1,500,000 acres, a trifle more than one-half of the reservation, for \$1 an acre. The land will be thrown open to settlement. It will constitute one of the richest and most attractive portions of the United States.

GOLD IN ALASKA.—All Alaska is now at fever heat over the discovery of gold in the placer mines on the Upper Yukon. Old miners who have worked in the California and South African mines say that the Alaska "strike" is the richest they have ever seen. The country along the Upper Yukon is fast filling up with people who have the gold fever.

OF SPECIAL INTEREST TO PUPILS.

ROBINSON CRUSOE'S ISLE.—The island of Juan Fernandez, where Robinson Crusoe is supposed to have been cast ashore and spent many years of his life, is no longer uninhabited. There are about 100 residents, mostly German and Chilean ranchmen and their families, who tend 30,000 head of horned cattle and twice as many sheep, which graze in the narrow valleys and on the green foothills. The cottages of the colonists have high peaked roofs that project all around far beyond the walls. Besides caring for their flocks, the settlers raise fruits and vegetables to sell to passing vessels. The presence of many of the vegetables and animals is due to the thoughtfulness of an Englishman who wished that the island might be well stocked for sailors who visited it.

The first thing a tourist does on going ashore is to start for the famous Lookout, from the top of which—so says the historian—poor Crusoe used to watch for a sail. Often relics of his story are hunted up. Great care has been taken to preserve things just as he left them, so far as time will allow. The "castle" and "country residence" have long since crumbled to decay; but the cave, which has also been a famous resort for buccaneers, may easily be visited. There are many holes dug in the inner surface of the reddish rock, which, perhaps, were Crusoe's cupboards; and there are rusty spikes driven all around where he may have hung his guns and household utensils.

THE BOTTOM OF THE PACIFIC.—Some remarkable facts are shown by the recent survey preparatory to the laying of the proposed trans-Pacific telegraph cable. The soundings reveal a trough or basin of great depth and extent along the east coast of Japan and the Kurile islands and under the Kuro Siwo, or Japan or Black stream. The basin exceeds any similar depression yet found in any other regions of the great oceans. In a run of thirty miles after leaving the coast of Japan the waters deepened more than 1,800 fathoms, and upon the next cast of the lead the wire broke after 4,648 fathoms had been run out without bottom having been reached. Thermometers specially constructed for deep-sea sounding were wrecked by the great pressures. The depth of the deepest cast—five miles and a quarter the deepest water yet found—is sufficient to hold two mountains as high as Japan's great Fudoyama, one on top of the other, and then the summit of the highest would be nearly two-thirds of a mile under water.

CENTRAL ASIA'S LAMP ROCK.—There is a famous rock on the shores of Lake Raugkul, near one of the branches of the upper Oxus, known as the Lamp rock of Central Asia. It is so called, because from a supposed cave in its side a perpetual light shines forth. The rock stands by itself about two hundred feet high, and projects from the mountain side. The natives have a superstitious dread of the rock, and say the light comes from a diamond in the forehead of a demon, who guards his vast treasures stored in the cave. Capt Younghusband, a traveler, made the ascent of the cave recently and found that the mysterious light was nothing but the rays of the sun coming from the other end of the passage.

LITTLE PEOPLE OF THE BAY OF BENGAL.—The inhabitants of the Andaman islands in the Bay of Bengal are about the size of the African Bushmen and no people smaller are known, except the Akka of central Africa. The average height of the men is four feet nine inches, and of the women four feet six inches. They are of Negrito stock, still in the stone age, and form their huts of boughs and leaves. Until lately they have been very suspicious of strangers and it was dangerous to venture near their island homes. This suspicion was due to the inhumanity of Chinese and Malay traders, who improved every opportunity to drag the natives into slavery. Until two years ago every shipwrecked crew, and all casual visitors, to Little Andaman were killed if the natives could get at them. Missionaries labored among these people for twenty years without making a convert. This hostility has been overcome at last, the Indian government maintaining a penal colony on South Andaman.

THE ALASKAN BOUNDARY.—Numbers of the U. S. coast and geodetic survey party that, for over two years, has been buried in the solitudes of Camp Davidson, a post established by the party on the upper Yukon river 3,000 miles from St. Michaels, on the coast, have returned. The object of the expedition was to definitely establish the boundaries of Alaska, about which there was a difference of British and American official opinion. Lieut. Frederick Schwatka had made a "running" survey along the 141st parallel for this government, and Surveyor Ogilvie for the British government, but there was a difference of three miles in their establishment of the northeastern boundary. The Ogilvie survey was confirmed giving to the United States three miles more territory along the boundary than it was supposed to have. In addition to fixing the boundary, they secured a large collection of Alaskan small animals, birds, insects, and flowers. The prepared specimens have been sent to the Smithsonian Institution at Washington.

CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

EDUCATION OF THE COLORED PEOPLE.

I read with care an article contributed by Mr. A. D. Mayo concerning the "Education of the colored people Down South." A good deal of it are facts incontrovertible but I think there are some things pertaining to the colored race in some sections of the South, unless one had an opportunity of familiarizing himself by a visit of more than one section, that would cause him to think differently. When one negro commits a crime the whole race is blamed. I believe that the colored people pay their taxes equally as well as the white race, but the question is, by whom are these school funds appropriated? I do not think that every dollar sent South to build elementary schools postpones the success, etc. I agree that a good common school, teaching all the Christian moralities, lifting its pupils in a range of a Christian civilization, is now the supreme need of the average colored child, but how much of this work can be done seven or eight weeks in the year? I am teaching a school now (the allowance for this district for this year is \$51-80). How many terms does the writer think would be necessary (with such an allowance) to prepare a child for one of the normals aided by the state? Does he think it wrong for some benevolent friend to aid me making a five month's term? Two years ago I taught school in a district. I solicited funds through Gen. A.—'s recommendation and the patrons seemed so pleased at the results that they boarded me gratis. In some sections they that more prosperous and advanced. I haven't a pupil in my school that can write a letter legibly. I hope the writer himself will aid me in making my school term at least four or five months.

Washington, N. C.

M. A. BUTT.

In the number of THE SCHOOL JOURNAL dated Aug. 22, a correspondent asked for some suggestions in regard to teaching subtraction. Will I be considered egotistical if I offer a little addendum to your answer? I have found that dividing the subject into steps helped the children to grasp it thus, 1st,—($\frac{1}{2}$). Quite a good deal of drill with the splints with each step: 2d,—($\frac{1}{4}$), the reason for taking the cipher in the second step being that it only gives the child one new thought, and if he has the bundles of tens before him a few questions will easily lead him to go to the tens' bundle and untie one. Give a great deal of drill right here. Then he is familiarized with this, to him, entirely new idea of the interchangeability of the units, and is ready for the next step, 3d,—($\frac{1}{8}$). In this third step he must take from the tens' column and besides put with the ten he unties the unit he already has. Now this seems a very small matter to an adult mind, but I am convinced that right here many a child gets muddled, and time spent in drill here is never lost. To sum up I will give the steps as the child's mind seems to take them.

24	40	41	200	202
13	12	11	103	104
—	—	—	—	—
310	321	525		
105	104	267		
—	—	—		

After the first three steps are well taught, I frequently gave one at a time, the others, for the class to think out; and the children of fair intelligence usually did it, if they were let alone.

The splint drill I referred to was given principally with the first three or four steps. Also splints were given the children if they wanted them to work out a new step alone. With dull ones each step was developed with splints.

Austin, Texas.

L. S.

THE Lexington normal music school of 1891, Prof. H. E. Holt, director, was pronounced by the students the best yet held. Several new and valuable features were introduced—the school was divided into sections and individual instruction thus secured; one daily lecture was given; a fine class of children were in attendance; two concerts were given besides lesser musicales and socials; and the daily practice of oratorio was

much enjoyed. The graduating class of '92, the largest in the history of the school, had a brilliant occasion during which a gold watch was presented to Prof. Holt by the school, as a token of appreciation and loyalty.

S. L. D.

IN THE JOURNAL of August 15, you ask "How many principals of schools have a body of educational doctrine?" I reply that all who are really interested in education and ambitious to excel in producing the best results. Every one has, probably his own body of educational doctrine which may be crude, but by which he seeks to attain to the end he desires. The defect is, perhaps, not so much in the lack of doctrine as in the kind of doctrine, and in ability to apply principles skillfully. I believe with you, the demand for fundamental principles is imperative. "Where is the educational doctrine, untiring, unpretending, and judicious student. You ask, "What is the child's need—his greatest need?" I believe his greatest need is the well-directed exercise of all his capabilities. When he is in possession of an idea or a thought he needs a symbol, because he must communicate it. The needs of children as I see it, are to be led (a) to observe, (b) to think and to feel, and (c) to speak and to act what they have thought and felt.

B.

What college first introduced physical exercise and made it compulsory?

H. D.

Amherst college made physical exercise a part of the college course in 1861. It was the first.

I would like to know more about Delsarteism. What are the foundation ideas?

L. M. C.

Delsarte taught that every muscle, and attitude of the body had a particular part to perform as an instrument for expressing the mind. To prepare himself for teaching how these were to be used, he studied anatomy five years, walked the wards of hospitals, studied in the street, everywhere he could find man under the sway of emotion, until he had discovered the anatomy of action. The aim of Delsartian gymnastics is symmetrical physical development; the first step is the reduction of the body to a state of passivity, from which it may be trained to move in harmony with nature's laws. It deals particularly with physical reform. The distinguishing difference between the system of physical training and others is that while other systems develop muscle, this process develops not muscle but physical expression. Delsarte observed that man's movements when governed by his higher, nobler impulses were not of the jerking, thrusting type, but was rather in the nature of curves and spirals, consequently if man cultivated these movements until they were habitual would he not produce a better inner condition by reason of the reflex action of these elevating movements? This is denied by many who claim that the inside must first be cleansed.

I have just taken charge of a school, out of which, it seems to me, the life has been "ground." The pupils do not seem to be "dullards," but there is no energy; the pupils have been, I think, promoted before they should have been. At least many of them have been in the same reader for three years and even four years, and yet they cannot read with intelligence, nor do they try hard to get out or be promoted. The best way I can express it, is that the grit is worn off. What can I do to remedy the matter? I can not continue in such a way; it is penitentiary work. I have been able, hitherto, to get life into my school in a week's time. If you cannot answer me personally, will you please answer me through the columns of THE JOURNAL? I am anxious to get my school out of this channel.

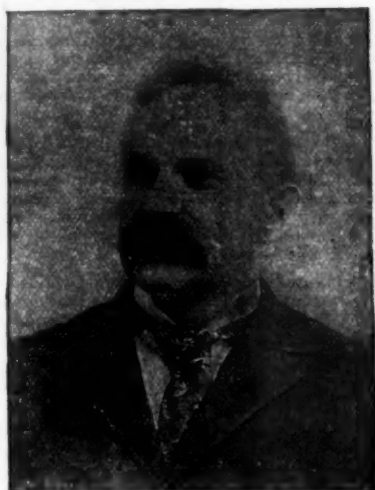
Pa.

M. E. B.

In the first place you need a warm hand-shake of sympathy and encouragement, and next, you must get rid of the impression that yours is the only school in the county in that condition. Don't pity yourself nor feel martyred; don't let the school know what you think about them, and the only way to do this, is not to think it. Get rid of the idea that you can get your school "out of this channel" by one uplift. The gain will be slow, they did not get there in a day and they will not get out in a day. Settle down to the idea that you have the best opportunity to show skill that has ever come to you. See if you have that within yourself which will meet the need of those children; if not, labor as hard to put it there as you do to reconstruct them. Get into sympathy with them as quickly as you can. Try to look at school in the same way that they do now, and then you will see how to begin to change their view-point. From what you say I should think they had been stultified by too much text-book work. Try to quicken their intelligence and get them to thinking in new grooves. Natural history and easy science lessons, in place of any text-books in language or grammar would strike them in a new way and awaken their dormant energies. If you could get them into new supplementary reading, it would bring new life into that branch. Bring as much nature and outside life into the school-room as possible. Seek in every way to give them new sensations and to call out their intelligence in new ways. You will find a good deal of ability in them that is not discernible in the way in which they have been going. Success to you.

A bottle of Hood's Sarsaparilla contains 100 doses, more than any other preparation. Try it.

THE EDUCATIONAL FIELD



E. H. COOK, Ph.D.

E. H. Cook who was elected president of the National Teachers' Association, at the meeting in Toronto, is the superintendent of the schools of Flushing, L. I. He has for the past two years, been head-master of Rutgers college preparatory school, in New Brunswick, N. J., one of the oldest schools in the country, having been founded in 1866. During the past year he has held the professorship of School Economy and School Law in the University school of Pedagogy in New York city. He is one of the editors of the *Educational Review*.

Dr. Cook was graduated at Bowdoin college, Me., in 1866, and has a varied and wide educational experience. He was the first principal of the West Chester state (Pa.) normal school. The following year he accepted the principalship of the high school in Columbus, Ohio. Under his administration the school became one of the largest and most influential in the state. His administration was marked by two notable events: the admission of colored pupils on an equal footing with white. The introduction of a purely English course of study, covering a period of four years; usually some study of the ancient languages has been a part of the high school course.

Principal Cook, while in Ohio, was closely identified with the State Association, and other educational bodies. Besides his regular work he personally conducted over sixty institutes. Few teachers have exerted so wide an influence in temperance as he; the great movement that followed the women's crusade upon the saloons in central Ohio, was organized and directed by him. He has quick sympathy for all reforms and all efforts to elevate humanity.

In 1884 he was invited to take the principalship of the state normal school at Potsdam, N. Y., and finding there was a great need of new buildings, and of repairs and improvements, the legislature granted \$90,000 in response to his earnest pleas.

In 1888 he was elected president of the New York State Teachers' Association; in 1889 the universities of Colgate and St. Lawrence simultaneously conferred upon him the degree of Ph.D., a deserved recognition of his services in behalf of popular education.

At the recent institute held at Springfield, Mass., Prof. Ward Combs gave his section in reading a genuine surprise. "When the hour for test reading came the professor told his teachers to lay aside their books and tablets. Taking out of his pocket a little memorandum book not more than two inches wide and four long the professor began to select from this a number of slips clipped from the newspaper. There were about forty of these clippings covering every department of the paper from the editorial to the local columns. Market reports, land sales, telegraph news, local mentions, personal notes, all these features of the paper was represented in the selections which the instructor had made to test the reading capacity of his section. The teacher eyed the little slips of paper with some curiosity not unmixed, perhaps, with fear, as they were being handled by the professor. The room was very quiet just then. Making a selection from the number of clippings, the instructor passed it to a young teacher of the superior gender.

It proved to be a part of the country produce market report, set in nonpareil, and the whole class listened with suppressed mirth while the embarrassed gentleman read the prices of dry hides, green hides, sheep pelts, ginseng, seneca, golden seal, and snake root. Another teacher drew the live stock market, one a want advertisement, while land sales, personal notes, local mentions, picnic announcements, court items, and editorial paragraphs, fell into the hands of other members of the section. The test went on till each of the party of teachers had read some portion of the paper. The exercise was very interesting and the result highly gratifying to Prof. Combs, who complimented most heartily the teachers for their creditable reading." An excellent suggestion for the teaching of reading in school.

OUR editorial brethren may think we are too busy with opening and answering our 500 letters daily (for that is about the average of a day's mail with us—in very busy months the number will come up to 800) to read with care the educational journals they publish; but this is a great mistake. They are read with care. We value those who are co-laboring with us in this most important work of teaching teachers how to make the school-room a place for the generation and training of intellectual and moral power. We believe the results of our American schools can be indefinitely increased, say ten-fold increased; and the educational papers will have much to do with bringing about this state of things. We like to see educational papers flourish—the only true way is by making a good paper. For a time, pressure on county superintendents, frantic appeals to "support your local paper," log rolling with conductors, leaning on friends you have puffed, will keep the paper going but eventually it must come to educational elbow grease. The day is at hand when teachers seek out an educational paper that has some relation to their needs.

THE SCHOOL JOURNAL spends labor and money most freely in the effort to develop a more scientific mode of teaching, one that shall be richer in results than the "everlasting grind" that has had possession of the schools for a half century, but the "grind" shall be in teaching skill. Many of the other educationals have joined hands with us in this noble work. May they meet with deserved success!

THE friends of Dr. Hoose, in Cortland, evidently control one of the newspapers published there, and his opponents (presumably the local board managing the normal school) another. The *Standard* takes a whole page in presenting charges against Dr. Hoose, and after reading them one cannot help coming to the conclusion that they are of a weak order. The chief charge is that he was so anxious to get the books and papers of the deceased secretary of the local board that he was obtrusive. Long extracts were given to show what opinion the editor of the *Bulletin* had of him; he came only once to chat in his office! Far better to have left the matter in dignified silence! The local board had a perfect right to drop Dr. Hoose, but to put out such a sorry set of charges was not well.

It was industriously stated by the *Cortland Journal*, that Dr. Hoose was going to appear at the opening of the normal school and contest with Dr. Cheney his right to preside; but he did not. The school opens in fine shape. Institutions will live though men depart. Dr. Hoose has done a glorious work in and for New York state; that is true, though the local board doesn't want him to remain. He retires, but not for lack of ty.

THE Prang summer school has closed a most successful session in Chicago. This school opened two years ago with fifty teachers; this year there have been eighty-nine students, most of them teachers in public schools of different cities. Miss Josephine C. Locke, of the Cook county normal, has conducted the school, assisted by a faculty of able teachers who are supervisors of drawing in prominent cities and institutions in the county. Instruction in free drawing and design, water color, and clay modeling was given in the three departments of the school—kindergarten and primary, intermediate and grammar, high school and advanced. Three lectures on the ethics of form and color and the principles of architecture and historic ornament were given each week. The increasing interest in the study of drawing in the public schools will lead teachers to utilize such rare opportunities for summer study in this branch as this school furnishes.

MRS. MARIE HIGGINS, of Washington, D. C., has been appointed as the superintendent of the schools for girls

in Ceylon. Two thousand native women of the island have founded a Woman's Educational Society.

THE primary edition of THE SCHOOL JOURNAL, Aug. 29, has met with remarkable favor. City Supt. S. T. Dutton, Brookline, Mass., says: "The movement will give help to the primary teachers and is an excellent one."

City Supt. Frank H. Hayes, St. John, N. B., says: "I note with pleasure that you are to deal specially with primary work. I should like to see the paper in the hands of all my teachers."

Pres. Eldridge, State Normal College, of Alabama, says: "I have long acquaintance with THE JOURNAL and have ever prized it; since the 'Primary Department' has been added I shall value it more highly than ever. If the lower grades are looked after, the upper will care for themselves." The next Primary number will be published September 26.

THERE is more talk rather than less over the revelation of the census concerning education. In 1890 there were 12,592,721 pupils enrolled in the public schools of the country, as against 9,951,608 in 1880. The increase of population, including in it 5,000,000 foreign immigrants, during the past ten years, was 24.86 per cent. The increase of school enrollment during the same period was 26.54 per cent. showing, apparently, that, notwithstanding the large immigration, the gain in school attendance more than kept pace with the gain in population. In Virginia, population gained 9.48 per cent; free school attendance, 55.06 per cent. In West Virginia the increase of population was 22.34 per cent; that of school enrollment, 34.42. In Kentucky, population increase 12.73; that of school enrollment, 39.37. In Louisiana population increased at the rate of 19.01, and its school enrollment, 53.52. In Texas, the increase in population was 40.44; of school enrollment, 133.15. In Indiana population increased 10.82 per cent., while its school enrollment decreased .96. Ohio's population increased 14.83, and its school enrollment only 5.98. In Illinois population increased 24.32 and school enrollment 10.55. Pennsylvania's population increased 22.77, and its school enrollment 1.59. Connecticut's population increased 19.84, and its school enrollment 6.68. New York increased in population 18 per cent.; in school enrollment, 1.38. If the contemplation of these figures doesn't stir up the friends of public schools we are mistaken.

THE school board at St. Paul, Minn., have shown their appreciation of their high school principal, Prof. Carman, by a voluntary increase of salary from \$3,500 to \$4,000. They emphasize this compliment by the stipulation that this increase "does not establish a fixed salary for his successor at any time." The large-heartedness and breadth of thought which has characterized Prof. Carman's plans for the St. Paul high school make this a well-deserved compliment.

At the request of the principal of the normal school in Brazil, the publishers of "School Management," by Amos M. Kellogg, have consented that it be translated into Portuguese to be used as a text-book by normal students. This little book was written in the midst of heavy editorial labor, but it has the elements of a wide usefulness; it is a practical volume. It presented the ideas of the "New Education," on the difficult subject of management, far in advance of other writers.

MRS. LOUISE POLLOCK has won an excellent reputation for her sincere kindergarten work in Washington, D. C. Her daughter, Miss Susie Pollock, is the first American lady to receive a kindergarten diploma in Germany. She started her work in 1863 and has trained a large number of kindergartners; her graduates are in such demand that there are always more called for than can be supplied. One of the objects for which Mrs. Pollock labors is to establish free kindergartens, and the indications are that she will live to see her dream realized. Boston has already followed St. Louis.

IN order to meet the inquiry for means to make advancement in professional attainments, the publishers began two years ago to issue THE TEACHER'S PROFESSION. It met with considerable favor the first year. Last year it was enlarged to sixteen pages and its scope made wider. This year its name will be changed to THE PROFESSIONAL TEACHER—that expressing its aim more clearly. All who are seeking to become professional teachers should send for a copy; it will be mailed free.

BOOK DEPARTMENT.

NEW BOOKS.

THE TEACHER'S HAND-BOOK OF SLOYD, as practiced and taught at NÅs. By Otto Salomon, director of the NÅs seminarium, assisted by Carl Nordendahl and Alfred Johansson. Translated and adapted for English teachers, by Mary R. Walker and William Nelson. Boston, New York, and Chicago: Silver, Burdett & Co. 218 pp. \$1.50.

The remarkable work that Herr Salomon and his associates have been doing in Sweden has aroused an interest in wood-working in many other countries, especially in our own land. Many would like to know the method of the master, yet are unable to take a course under him. In this book we have for the first time in English an exposition of his mode of carrying on his work. As this hand-book was written originally for Swedish people the translators had to make some changes to adapt it to English-speaking people and their conditions. Nothing has been taken out or added, however, without careful consultation with Herr Salomon, and without his approval. The knife is recommended for many things because the intelligent worker can perform operations with it which the tradesman would execute in a more mechanical way with some other tool. No division of labor is attempted because the object is not to economize in the manufacture of articles, but to increase the calls that are made on the intelligence of the worker. Chapter I., which was written by Herr Salomon himself, consists principally of directions to the teacher in carrying on the sloyd work. In Chapter II. there is a thorough treatment of the qualities and uses of different kinds of wood. Then comes a long chapter on the uses and care of tools and very important ones on jointing, with directions and illustrations showing how to perform different operations. About one hundred and thirty illustrations aid the reader greatly in gaining a knowledge of the system. Those who wish to become acquainted with sloyd, and are unable to have a teacher, cannot do better than to follow the directions laid down in this book.

LONGMANS' SCHOOL GRAMMAR. By David Salmon. New edition revised. New York: Longmans, Green & Co. 1891. 246 pp. 75 cents.

A professor in a leading college has found in this book a "clear statement of facts, orderly arrangement, and wise restraint." An examination of the pages confirms his judgment. An attempt is made first to familiarize the pupil with the parts of speech. Instead of giving an abstract rule, numerous sentences are presented for the pupil to point out the verbs, nouns, pronouns, prepositions, etc. Under "Classification and Method," which follows, a similar method is pursued. Very little space is given to definitions and as much as possible to sentences for practice. The pupil thus becomes acquainted with person, gender, number, case, tense, etc., in the quickest, simplest, and easiest way. A small portion of the book is given to the analysis of sentences, but enough to give the pupil a good idea of sentence-forms. The fourth part is devoted to "History and Derivation." The author gives the benefit of his experience in the "Notes for Teachers" at the end of the book.

A POPULAR GEOGRAPHY. By George D. Free, A. M. Louisville, Ky.: Press of *Educational Courant*. 1891. 154 pp.

In this book are given the main facts in mathematical, physical, and political geography. The design of the author has been to present very nearly all the matter that is absolutely necessary either for the teacher or the pupils. Part I. presents, in a very condensed shape, the facts of mathematical geography, followed by a series of questions and answers. Physical geography has a very condensed presentation in Part II. The larger part of the book deals with political geography, and the most of the matter is given in the form of questions and answers which makes it a very convenient one to use in order to gain a knowledge of the subject rapidly. At the end are a series of questions called "Geographical Recreations," a list of the states with their capitals, area, mottoes, etc., the 1890 census of cities, and the white and colored population of the Southern states.

MY COUNSELLOR. Holy Scripture arranged as morning and evening meditations. Oxford: At the University press. London: Henry Frowde. \$1.50.

We have in this little 16 mo. of 764 pages what appears to be near the perfection of book-making. The binding is wine color with gilt lines around the sides and gilt lettering. The edges of the leaves are gilt when the book is closed, changing to red as it is opened. The body of the volume is printed in black, but the texts at the top, the fancy initial on each page, and the lines at the sides are red. The Oxford India paper is thin, yet flexible and strong. The devout student of the Scriptures will find it a very useful companion, as there are two pages of selections for each day in the year.

JUGGERNAUT: A VEILED RECORD. By George Cary Eggleston and Dolores Marbourg. New York: Fords, Howard & Hulbert. 1891. \$1.25.

This is a strong but a somber picture of life. It begins with a suicide—a moral suicide. The keynote of the tale is found on page fifty-four where Edgar Braine, the manly and capable young editor in Tebas, a river-town of the West, is in consultation with Abner Hildreth, banker and capitalist, who has a mortgage on the paper and wishes to buy its editor's influence for a grant by the town of right of way to the river, for a railroad syndicate which he represents. He holds out promises of advancement and pecuniary advantage to Braine. The latter's

moral sense tells him to refuse, but in spite of it he accepts. Soon after he marries, goes to New York, seeks out able financiers, enters into his scheme to get the better of the home-syndicate, to whom he had sold himself, and, in brief, succeeds in reaping for himself and his New York associates a far larger profit than his local magnates have even dreamed of. The young couple are introduced to social and financial luxury, and in the natural course of events he gets into politics where his career is one of pure ambition and self-seeking, as one would naturally expect. It is the counterpart of the career of many an American, and teaches a useful lesson.

HER PLAYTHINGS, MEN. A novel. By Mabel Esmonde Cahill. New York: Worthington Co. 243 pp.

This is a novel of the intense kind, telling of a young English heiress who pursues her adventurous way in society to the great detriment of human hearts. The author is too much given to superlatives, a tendency which she will undoubtedly tone down in time. She has a great deal of descriptive power and shows considerable ability in the construction of the story. The volume has several full-page illustrations, is well printed, and handsomely bound in cloth.

THE YELLOW RIBBON SPEAKER. Readings and recitations compiled by Rev. Anna H. Shaw, Alice Stone Blackwell, and Lucy Elmina Anthony. Boston: Lee & Shepard. 243 pp.

In this collection we have nearly fifty selections in prose and verse relating to Woman Suffrage and the rights of woman in general. They are in prose and verse, both humorous and serious in character, and many of them will be found available for recitations in the school room or entertainments. Aside from this use, the book will find many readers among those who wish to know what the best authors have written regarding the question of woman's rights in its different phases. The compilers were obliged to leave out many excellent selections, and another volume may appear which will include these.

THE ADVENTURES OF THREE WORTHIES. By Clinton Ross. New York and London: G. P. Putnam's Sons. 1891. 16 mo. 159 pp. 75 cents.

In this little volume we have three stories by one who has become widely known as the author of several tales of social and business life. They are entitled "Vicente de Saint-Dernier," "A Sieur de Bertrand," and "The Lady at the Death." In the author's language they are the adventures of "worthy gentlemen, one of modern, and one of old France, and the last of the England of the Stuarts." The first is an exciting tale of the Franco-Prussian war told with much vigor. As tales of the olden time the other two have great charm.

SIX PLACE LOGARITHMIC TABLES. Together with a table of natural sines, cosines, tangents, and cotangents. Prepared by Webster Wells, S. B., associate professor of mathematics in the Massachusetts institute of technology. Boston and New York: Leach, Shewell & Sanborn. 60 cents.

The great value of this work will be recognized by those called upon to perform mathematical operations. In the introduction, which is very compact and clear, are given rules for finding logarithms, logarithmic sines, cosines, tangents, etc. In the seventy-nine pages devoted to tables the logarithms of numbers from 1, to 1,000 and the natural sines, cosines, tangents, and cotangents from 0° to 90° are given.

GREEK PRIMER. Colloquial and constructive. By J. Stuart Blackie. London and New York: Macmillan & Co. 64 pp. 60 cents.

The author of this text-book insists that the unsatisfactory results from much of the teaching are due to the fact that natural methods are not followed; that Greek is not a dead language, as many suppose, which may be proved by comparing a passage from a Greek newspaper with one from an ancient author. He therefore holds that the colloquial method is peculiarly applicable to the study of this language, and he has adopted it in this work. The use of Greek having continued from the days of Byzantium down to the present day he maintains that "Greek orthoepy should be treated in the same fashion that the orthoepy of French, German, or any other living tongue is treated. The pronunciation is ruled by the practice of the present, not by the philological facts or fancies as to the pronunciation of the past." This method ought to make the acquirement of a speaking and reading knowledge of the language much easier than the old method of the schools.

THE LEAF COLLECTOR'S HAND-BOOK AND HERBARIUM. By Charles S. Newhall, author of "The Trees of Northeastern America," etc. New York and London: G. P. Putnam's Sons. 1891. 216 pp. \$2.00.

There are few subjects in botany more fascinating than that of leaves. Those who are interested in their study will appreciate the labors of the author, some of the results of which are shown in this fine volume. He has described and pictured in these pages all the native trees and the most important introduced and naturalized trees in Northeastern America. There are one-hundred and sixteen full-page plates showing leaves that are classified as simple and compound and opposite and alternate. We recognize many old friends such as the common fruit and shade trees. There are many others less familiar, however, with which all educated people, and especially teachers, should be acquainted. Some useful directions are given on how to find specimens, how to mount specimens, and how to preserve specimens. The student will be well repaid for work in

this field, if not in dollars and cents, in the pleasure he will derive from it, and with such a beautiful and efficient aid as this book at hand it will be made comparatively easy.

ANNOUNCEMENTS.

D. C. HEATH & Co., Boston, have issued "A Brief Spanish Grammar," by Professor Edgren, of the University of Nebraska. It is intended, primarily, for college classes and such students generally as would begin reading Spanish without waste of time, but with a basis of an accurate knowledge of the essentials of its grammar.

HARPER & BROTHERS have added to Dr. Rolfe's "English Classics for School Reading" a series of "Tales from Scottish History" selected from the works of standard authors. The selections are arranged in historical or chronological order, and the book is complete in itself. Numerous notes, grammatical and explanatory, are appended, with a view to adapting the volume to the needs of the school-room.

A. C. McCLURG & Co. have in press a volume entitled "Lyrics of the Living Church," a collection of poems which appeared in *The Living Church*, during the first decade of its publication. The volume is illustrated from designs of J. H. Gratacap.

S. C. GRIGGS & Co. announce for early publication "A study of Greek Philosophy," by Ellen M. Mitchell, with an introduction by W. R. Alger.

J. B. LIPPINCOTT COMPANY announce that they will have ready shortly the only complete cheap edition of Prescott's works.

LEE & SHEPARD issue "Which Wins?" by Mary H. Ford, a novel dedicated to the Farmers' Alliance, and intended to depict the state of affairs and the state of mind which have led to the recent unique movement in American politics.

D. LOTHROP COMPANY have just issued a choice collection of Celia Thaxter's poems under the simple title "Verses." The volume is richly illustrated.

WILBUR B. KETCHUM, New York, is about to publish his first annual catalogue of newspapers and magazines.

GINN & Co. have in press "Bacon's Advancement of Learning," Vol. I., edited by Professor Albert S. Cook of Yale university.

McLOUGHLIN BROS. New York, have published, in the form of a box, a handsome and amusing game called "Strategy," originated by N. O. Wilhelm. In this game Mr. Wilhelm has displayed no small degree of inventive talent. The playing board is in the bottom of the box. "Grim visaged war" has a strong hold on the youthful imagination, and one can fancy himself a colonel, general, or what not, when moving the black and the white checkers. Each side has head quarters, prisons, etc., and the game is won by the player who besieges or captures all of the men of the other, so that none of them can move. The playing board and the cover are decorated with beautiful and gorgeously colored designs. The game is selling rapidly.

MAGAZINES.

Mrs. Henry Ward Beecher's personal memoirs of her husband, under the title of "Mr. Beecher as I knew him," will be in the October issue of *The Ladies' Home Journal*.

The third number (August) of the *Quarterly Register of Current History*, published by the Evening News Association, of Detroit, Mich., has just been received. It has nearly 150 well printed, well illustrated pages concerning what is going on in all parts of the world, and is a most valuable publication.

The number of *Harper's Weekly* published August 26, has two pages of illustrations of the races and other incidents at the annual Canoe Meet. The supplement to the number comprises an article, with portraits, on "The Young Men of New York," giving some interesting facts regarding the large number of comparatively young men who have achieved marked success in the professions or in business in the city of New York.

Among the most valuable articles in *The Political Science Quarterly* for September is one by Frederick Bancroft on "The Final Attempt at Compromise" during the winter of 1860-61. Thomas L. Greene discusses "Railroad Stock-Watering." Prof. F. J. Goodnow, of Columbia College, traces the development of "The Writ of Certiorari" in England and the United States. Prof. Richard Hudson, of the University of Michigan, takes "The Formation of the North German Confederation" as the text for an acute and suggestive criticism of all the legal theories regarding the federal state. Prof. Ugo Rabbano, of Bologna, one of the best of Italy's younger economists, gives an extended resume of "The Present Condition of Political Economy in Italy." Finally, Prof. W. J. Ashley, of Toronto University, Canada, subjects Gen. Booth's scheme for the social regeneration of England through Salvation Army "colonies" to a destructive scientific criticism.

The second part of the new story by Amelle Rives appears in the September *Cosmopolitan*. It will close in the next issue. The opening article, on Edouard Detaille, is by Lady Dilke, and is profusely and beautifully illustrated with reproductions of the famous artist's most noteworthy paintings. "A Forgotten City," by Eleanor Lewis, is a romantic description of the ruins of Soluntum, the Sicilian Pompeii, embellished with photographs. One of the brightest articles is that of Julia Hayes Percy.

The September issue of the *St. Nicholas* is introduced by "The Song of the Goldenrod," written by Grace Denio Litchfield, and illustrated by Laura C. Hillis. Charles F. Lummis begins a series of Tee-Wahn, or Pueblo, Folk-Stories. Of unknown age, these tales are aboriginally American, and will, no doubt, be as eagerly examined by wise professors skilled in such lore. The illustration is by Miss George Wharton Edwards. "How the Great Plan Worked" by Victor Mapes, is a bright story of boy-life, excellently illustrated; and the story of "Two Lads of Block Island," is told by Sarah J. Prichard. Young readers will perhaps prefer "Lost in a Cornfield," by Kate M. Cleary, a simple story of the wanderings of a tiny girl in an enormous Western cornfield. The pictures are by W. H. Drake. Eleanor Sherman Thackara, a daughter of General Sherman, tells of a childish experience, showing how "The Isle of Skye" received its name.

The September *Chautauquan* has a fine frontispiece portrait of the poet Whittier. The illustrated article on "A Poet's Town," by Margaret B. Wright, will be serviceable as school-room reading. Another article of extraordinary interest is that by Mrs. C. R. Corson on "Russia and the Russians." A bright contribution on "The Social side of Artist Life" is by U. M. Fairbanks. It has pictures of several New York buildings. The "Woman's Council Table" is, as usual, full of timely articles.

The leading articles in *Babymoon* for September are "Diphtheria," by J. Lewis Smith, M. D., and "Eczema in Childhood," by Geo. Thomas Jackson, M. D.

George Kennan has an article on "A Winter Journey through Siberia," in the September *Century*. It is a description of a part of his return journey from Irkutsk, the capital of Eastern Siberia, after his famous investigation of the convict system.

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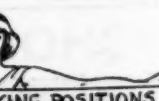
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